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ABSTRACT

This guide describes a fifteen-week macro-analysis seminar about food production, distribution, and consumption on international, national, and local levels. The macro-analysis approach emphasizes the interrelatedness of all parts of the food/hunger issue; therefore the seminar also addresses escalating military expenditures, widening poverty, and decreasing resources. It recognizes the need for change, both nationally and internationally. The course is divided into four parts. Part I comprises two preliminary sessions for introductions and for setting the time, place, and format for the meetings. Four of the six sessions in part II analyze local and national food/hunger problems; the last two sessions explore strategies for change and visions of a future without hunger. Six sessions in part III focus on global issues. Readings, reports, and role-play exercises stress analysis of world problems, alternative futures, and action strategies. In part IV, post-seminar plans and an in-depth evaluation of the seminar are conducted. The reading list includes books such as "Diet for a Small Planet" (Lappe, 1975), "Eat Your Heart Out" (Hightower, 1976), and "Food for People, Not for Profit" (Lerza and Jacobson, Eds., 1976). Appendices describe the principles underlying macro-analysis, course organization, ordering and organization of materials, and field visits and action projects. (KC)

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FOOD/HUNGER MACRO-ANALYSIS SEMINAR

A DO-IT-YOURSELF MANUAL

For College Courses And Action Groups

by

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Movement For A New Society

and

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Foreword

This is a seminar about food and hunger. It is, consequently, about soil, water, fertilizer, pesticides, small farmers, agribusiness, cooperatives, supermarkets, sugar-coated breakfast cereals, roast beef, calorie in-takes, protein deficiencies, and all the other things that come quickly to mind when this topic is mentioned.

But this is no ordinary seminar about food and hunger. As its name implies, it involves more.

In the first place, it looks to "the big picture." It focuses on food production, distribution, and consumption on the international as well as national and local planes; and it recognizes the linkages between food and hunger, on the one hand, and such problems as escalating military expenditures, spreading authoritarianism, widening poverty, and depleting resources, on the other.

Second, it presupposes (correctly) that the food/hunger problem cannot be significantly reduced, let alone arrested, without fundamental normative and institutional change, nationally and internationally. Appropriately, therefore, it demands analysis of the dominant economic and political forces which contribute to starvation and malnutrition, urges the reappraisal of attendant individual and societal values, and invites the discovery of those alternative preferred futures that potentially can shape basic system change in this realm.

Finally, and consequently, the seminar is action-oriented, prescriptive as well as descriptive. Rejecting the conventional wisdom that learning must be scientifically neutral or "value-free" to be intellectually valid, it deliberately encourages concrete solutions to specific food/hunger problems and purposefully asks participants to develop individual and group strategies that can bring proposed solutions about.

In these ways, and according to a design that joyously stimulates democratic participation and decision, William Moyer and Erika Thorne have made an important and unique contribution. Moved by a deep and creative humanity, yet without losing sight of "the real world," they give us courage for renewed sensitivity to the preciousness of life and to the possibilities for upgrading human existence.

For these reasons, not to mention the moral and practical imperatives of the food/hunger problem in their own right, the Transnational Academic Program of the Institute for World Order welcomes this course manual. For over fifteen years, the Institute has been pioneering an approach to international education and research which seeks to ensure human survival and human dignity on a worldwide basis. As regards the world food/hunger problem specifically, this is seen in the Institute's co-sponsorship, in November 1975, of a National University Conference on Hunger and, more recently, in the Transnational Academic Program's February 1977 publication of World Food/Hunger Studies, a curriculum guide designed to facilitate world food/hunger studies in our nation's colleges and universities (see inside back cover). Generally, it is seen in the many related activities and publications of the Institute, especially in its widely acclaimed book series appearing under the umbrella title Preferred Worlds for the 1990's and written under the auspices of the Institute's World Order Models Project (information upon request). In all these pursuits, as in the publication of this course manual, the Institute has been concerned to bring about systematic inquiry into how the world is and might be, and rigorous analysis of how we get from where we are to where we want to be.

This "macro-analysis seminar," the first such to be published on a specific topic, is a felicitous addition to these endeavors. Although intended primarily for students, faculty, and school administrators who wish to introduce a coherent food/hunger course into the accredited curriculum, it is designed also as a tool for community groups which seek broad-based study and action on food/hunger issues. For its inspiration and development, we of course are indebted to the authors and, as well, to the organizations with which they are associated: the Philadelphia-based Movement For A New Society (a decentralized network of small groups working for fundamental change through nonviolent means) and The Action Center (a Washington-based project of the Institute dedicated to the mobilization of young people around food, justice, development, and related world order concerns). Very special thanks are due, in addition, to David N. Thurber (a recent graduate of the International Agricultural and Rural Development Program of Cornell University) who, as a Student Intern of the Transnational Academic Program this past

summer, gave unreservedly and with outstanding grace to the editorial process. Large appreciation is extended, too, to the First Lutheran Church of Cedar Rapids, Iowa, to the Board of Higher Education and Ministry of The United Methodist Church, and to The Rockefeller Foundation. Without their generous support, neither this course manual nor World Food/Hunger Studies would have been possible.

One final note by way of special request. In the sharing spirit of the seminar, the authors and we of the Transnational Academic Program would appreciate your constructive comment. Please let us know what you like about the manual, what you do not like, and in what specific ways you think it can be improved. Also, tell us about any adjustments or adaptations you make, and about the concrete actions that result from your seminar experience. Only through this kind of mutual exchange, we believe, can any of us become more effective in helping to bring about a world without hunger.

Burns H. Weston
Senior Fellow & Director
Transnational Academic Program
Institute for World Order

New York, New York
October 1977

Special Acknowledgment

This manual is indebted to the Philadelphia Macro-Analysis Collective (PMAC) in two ways. First, the macro-analysis method on which our seminar is based was developed, over the past five years, by the PMAC. Second, many paragraphs and sentences in this booklet have been taken verbatim from the PMAC's booklet, Organizing Macro-Analysis Seminars: A Manual.

We wish to thank the members of the PMAC for their creative hard work over the years, and for allowing us to borrow extensively from their manual without using quotations. We hope, in turn, that this manual will be helpful to the macro-analysis movement: 1) by serving as a model for future manuals on other subjects (this manual being the first issue-focused macro-analysis manual to be published); 2) by spreading the macro-analysis method to a new constituency (i.e., the food and hunger movement) as well as increasing its use in colleges and universities; and 3) by helping those who complete the seminar to organize general macro-analysis seminars as described in the PMAC booklet.

William Moyer
Erika Thorne

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I. INTRODUCTION: THE PEOPLE RESPOND TO WORLD HUNGER

Children and adults with blank eyes and bloated stomachs were dying by the thousands in our morning papers and on our living room TV screens. It was 1972, and the news media daily portrayed the starkness of starvation spanning vast continents half a world away. Americans (and others) responded with action -- out of a religious heritage emphasizing help to the needy, combined with guilt feelings quickened by our own opulence. Under the specter of drought and famine, today's world food/hunger movement was born.

"Feed them" was the first response. Churches and campuses moved quickly into such charitable activities. Food-charity organizations, previously little-known and struggling, sprang into the spotlight. Each evening we saw CROP and Oxfam delivering food to hungry people, bought with dollars from hunger suppers and walks against starvation. Churches and campuses everywhere formed "hunger action" groups and held speeches, prayers, workshops, and similar events to collect

money to feed the hungry. A worldwide food conference was held in Rome; and governments, businesses, and individuals pledged themselves to action.

At first, we felt good about the response. Something was being done. However, as food charity activities reached fever-pitch, a wide range of perplexing realities emerged. Mass starvation continued despite enormous private food shipments abroad. U.S. Government food aid dropped to its lowest level in fifteen years, with the majority of what remained going to two countries deemed politically and strategically important (South Korea and South Vietnam). More needy nations were left to compete on the world market against such wealthy countries as Japan and the Soviet Union. A few giant corporations increased their domination over the food industry and government policy. And, despite national surpluses, hunger could be found widespread even in the United States.

The food/hunger movement began to respond to these disturbing facts with increasing momentum. Frances Moore Lappe's Diet for a Small Planet compelled us to examine our own life-styles and food consumption patterns. Groups such as Emerging Population Alternatives soberly challenged the popular view that hunger was being caused by high birth rates. The efficacy of foreign aid, especially the Food for Peace Program, became a subject of debate everywhere, including in

the U.S. Congress. The Institute for Policy Studies, the Movement For A New Society, and other groups documented their assertions that U.S. political, economic, and military policies were helping to cause world poverty and hunger. And, stimulated by such events as the November 1975 National University Conference on Hunger, co-sponsored by the Institute for World Order and Project Dialogue, students and faculty throughout the United States began to look more closely at world food/hunger problems and solutions, both in and out of the classroom.

Food/hunger activists are now asking and being asked new questions. Why are people hungry to begin with? Do the causes of hunger relate to the causes of war, poverty, environmental destruction, and other global problems? If so, how? What are the real solutions to world and domestic hunger? Are food handouts -- even those tied to self-development -- effective? Are they harmful? What can we do to be effective in achieving real solutions? What changes do we need to make in our own lives? For what reasons?

These and similar questions form the basis of this seminar. People concerned about food and hunger should analyze the basic causes of world hunger, envision what a world free from hunger might look like, and devise solutions for ending world hunger problems. Most importantly, food/hunger activists must move from analysis to solution by developing specific action strategies. Otherwise, there is little hope that any significant improvement in the lives of the hungry will result.

II. HOW THE SEMINAR WORKS

A. Introduction

Looking in upon a macro-analysis seminar is different from observing a typical classroom or group meeting. The first thing a visitor will notice is that the group is small (5 to 20 people), and that the participants seem to feel at ease with one another. People do not speak too loudly, yet everyone is involved in the flow of ideas. The person facilitating a session is neither delivering a lecture nor doing most of the talking, and usually isn't a professor or the person who started the seminar. No one person dominates, and women and men, old and young generally speak in equal amounts. Participants give succinct five-minute reports on their shares of the week's reading, covering important factual points as well as the broader concepts and actions they suggest. The issue in this instance is food and hunger, but such words as "oppression," "poverty," "politics," "power," "social change," and "action" are heard just as often. There are charts on the wall showing the agenda, important ideas

from the week's readings, and a list of possible individual and group responses to the problems raised. Discussion alternates with the reports, and a film, outside speaker, simulation exercise, or other special activity usually follows. The session ends on time (usually after 3 hours), with past information and new ideas linked to proposals for concrete action.

Approaching a course of study in this way involves the use of principles and methods that may be unfamiliar to you, and for this reason it is helpful, although not essential, to contact someone who has had experience with macro-analysis seminars. The Philadelphia Macro-Analysis Collective of the Movement for a New Society [4722 Baltimore Avenue, Philadelphia, PA 19143/(215) 724-1964] can provide a list of individuals in your region who are familiar with and can explain the process, or give a "mini" macro-analysis demonstration. Also, The Action Center [1028 Connecticut Avenue, N.W., Suite 302, Washington, D.C. 20036/(202) 466-3726] periodically holds "food activist workshops" and other training events regionally across the country which provide experience with many elements of the macro-analysis process. In addition, if you are within easy reach of Philadelphia, attendance at an "orientation weekend" of the Movement For A New Society (address above) is recommended. In any event, each seminar participant, especially the convener, should read this manual thoroughly

by the first week and become familiar with the handbook entitled Organizing Macro-Analysis Seminars (see Appendix D for ordering information).*

B. General Principles Underlying Macro-Analysis**

First, many of our world's problems can be understood, and solved, only if they are studied broadly as well as deeply. Therefore, macro-analysis is designed to be the study of "the big picture" (along the lines of what in social science is called "systems analysis"). This is more than just an "interdisciplinary" approach in that macro-analysis tries to achieve an understanding of the inter-relatedness of various parts of the whole "picture" (including both "micro" forces -- such as the impact of individual consumers -- and "macro" forces -- such as the effects of our world economic-political system), and then determine which aspects are most responsible for the problem being studied and which should be addressed in order to achieve a real solution. This is especially important with world food/hunger problems,

* Another extremely valuable resource for working in groups is a book entitled Resource Manual for a Living Revolution (Philadelphia: New Society Press, 1977), which covers such topics as meeting facilitation, decision-making, and conflict resolution, and is available for $5 from the Philadelphia Macro-Analysis Collective (address above).

** For more complete explanation of the principles underlying macro-analysis, see Appendix A.

which have been aggravated by a number of programs labeled as "solutions."

Second, small groups of people can undertake a variety of successful, meaningful actions toward the solution of some of the problems studied in the seminar. Macro-analysis is intended to be a tool for developing strategies for such actions for change; and the success of a seminar should be evaluated primarily in terms of its contribution to such actions, and to changes in our own personal lives. For this reason, the seminar emphasizes readings which focus on the causes of problems and on the changes which are necessary to achieve solutions, and provides significant amounts of time in reports and in group activities for relating acquired information to social change choices and strategies.

Third, participatory democracy is vital to all activities of the seminar group. This principle applies both to the participation of individuals in the seminar and to the group's control over its educational experience. It is based on a belief that we all are able to take responsibility for our individual and mutual learning; and that by so doing we increase our respect for our own abilities to analyze and tackle problems, instead of believing that only "experts" know enough to find solutions. Evidence of many macro-analysis seminars shows, too, that people learn faster and better, and are more likely to apply their learning to

social change, when they are personally and jointly in charge of their learning situation.

Fourth, it is important for participants to come to appreciate and trust one another beyond the usual role of co-learners. As with taking individual and mutual responsibility for the process of learning, developing a group learning/teaching experience in a spirit of mutual appreciation and trust helps more effective learning occur and makes it more likely that we can develop and implement meaningful social change strategies. Enjoyable, energizing activities which keep group morale high as well as honest, supportive evaluations are important to this process.

Finally, we are all contributors to, and victims of, the problems we are studying. This point should be kept in mind as we consider how to tackle problems and work toward solutions. None of us are altruistic social reformers working on someone else's problem. In almost all cases, study and reflection indicate that the problems involve us personally and are not mere abstractions. The better we understand this fact, the more we will be able to effect meaningful social change and thereby improve the quality of our own and other people's lives.

C. Process

Critical to any learning experience is the method through which the learning occurs. In this section, then, we will describe the processes and methods used in macro-analysis, before looking at the substantive content of the seminar in Section III. The participants' responsibilities and meeting agenda items described below are not meant to be followed rigidly, but are meant to provide a flexible structure which can be adapted to fit particular needs. We suggest that you try this structure for several weeks to develop a "feel" for the basic processes, and then determine if and how you want to modify it. Evaluations and collective agenda-setting are mechanisms for change built into each session for this purpose. Some things, however, do seem basic to the group's functioning in an egalitarian and efficient way: the sharing of leadership; the equalizing of participation; and the sharing of control over information, process, and the direction of the seminar.

1. Participants' Responsibilities. With no "seminar leader," the success of the seminar depends on the active participation of all its members. Each participant is expected to fulfill certain individual and group responsibilities.

1.1 Individual Responsibilities. Each participant should:

- read this manual critically at the beginning of the seminar, use it throughout, and become familiar with Organizing Macro-Analysis Seminars (see Appendix D below);
- be committed to read a substantial amount of material each week (50 pages average);
- give one of the scheduled reports every second week (see Subsection 2.3 below);
- participate actively in group discussion (without either dominating or allowing others to dominate); and
- assume responsibility for special tasks, including the completion of a "field visit" before Week 5 (see Appendix E) and the completion of an "action project" before Week 14 (see Appendix F).

These individual responsibilities are fundamental to the success of the seminar. They should be well understood and agreed upon before the group begins regular meetings.

1.2 Group Responsibilities. The experience of past seminars has shown the value of a number of enabling roles: Convener, Special Activities Coordinator, Facilitator, Assistant Facilitator, Recorder, and Timekeeper. Except for the first of these roles, all should be performed on a rotating basis by as many of the participants as possible. One good way of doing this is to have the role of Facilitator performed at each meeting by the previous session's Assistant Facilitator. The roles of Recorder and Timekeeper can be performed each week by the Assistant Facilitator or by volunteers.

1.2.1 Convener. The Convener, the person (or group) who begins the seminar, is responsible for ordering needed materials, i.e., books, articles, wall charts (newsprint is good), tape, crayons, felt pens, etc.; calling the first session; and providing copies of this manual to all participants. The Convener may also facilitate the first few meetings (see Sub-section 1.2.3) or get an experienced facilitator from another seminar group, and may attend between-session planning meetings when needed.

1.2.2 Special Activities Coordinator. Many of the special activities such as films and speakers require advance preparation (see Appendix D). The Convener of the seminar will need to order the film Hunger in America, and may want to order all films and slide-shows in advance. We suggest that responsibility for all other activities be divided among the participants in the first two meetings.

1.2.3 Facilitator. The Facilitator's task is to "chair" the session by enabling, or facilitating the smooth working of the group toward the achievement of its common goals. The Facilitator should:

- assist the group in agenda planning and revision (see Subsection 2.2, below);
- get the meeting started on time and suggest when it is appropriate to move on (usually on the basis of time-limits for agenda items set by the group as a whole);

- keep reports, discussion, and "brainstorming" sessions within agreed time limits, reminding the group when it has strayed from the agenda but being sensitive to possible needs for variation in process;

- try to get important but unspoken needs, expectations, frustrations, and fears into the open so that "hidden agendas" can be dealt with directly;

- help everyone share in the discussion -- for example, by asking if any of the more silent members have anything they want to say, or by giving each participant a set amount of time to share her/his thoughts without interruption; and

- help everyone to be understood -- for example, by asking people to paraphrase one another when hearing seems not to be occuring.

1.2.4 Assistant Facilitator. The Assistant Facilitator should meet with the Facilitator to plan the up-coming session, share in some of the responsibilities for running the meeting, and make suggestions to the Facilitator and group when the need arises.

1.2.5 Recorder. The Recorder has the task of writing on the blackboard or wall charts as is useful to the group. This may include the agenda, important facts from reports, "brainstormed" ideas for action, and evaluation items. Other members of the group can also help identify what should be recorded. Blackboards may be used for recording, but many groups have found it useful to use paper (newsprint) charts so as to have a permanent record for future reference.

1.2.6 Timekeeper. The Timekeeper helps the group through its agenda by announcing when the time-limits set for each agenda item are up. It is frustrating -- and essentially undemocratic -- when a group is lax about the times it has allocated. A group can decide, however, to extend the time for a particular item. A minute or two of warning before a time limit often is helpful to enable participants to use their remaining time well.

2. Agenda for Meetings. Each seminar meeting usually includes the elements described below.

2.1 "Excitement Sharing." A good device for starting each session on an "up" note, which also helps people get to know one another. Suggested opener for the Facilitator: "What is something good and new that has happened in our lives since we last met?" Caution: "excitement sharing" can go on for hours!*

* Co-learning" is another technique which can be alternated with "excitement sharing" to begin meetings. In "co-learning," the group divides into pairs, and each person takes five minutes to share both happy and sad feelings from the previous day or week with her/his partner. Partners should listen attentively, giving no feedback, and should encourage speakers not to apologize for or justify their feelings. "Co-learning" can also be used mid-session after the reports and discussion period to share personal responses to the information presented. Bringing out feelings in this way helps people to focus on themselves, their growth, and their personal relationship to the material studied; and the sense of sharing and trust which develops among participants improves all the workings of the seminar.

2.2 Agenda Planning and Review. Near the beginning of each meeting, the Facilitator should present the agenda proposed for that session. This manual contains detailed suggested agendas for the first three meetings, but after the third session each agenda will have been developed by the group at the previous meeting (using as a model the agenda, report topics, and group activities suggested in Section III) and refined between meetings by the Facilitator and Assistant Facilitator. The agenda should be recorded on a wall chart or blackboard so that everyone can see clearly what they have decided to do, and so that it can be changed to accommodate new ideas or different priorities.

2.3 Reports and Discussion. The central activity of most seminar sessions is a series of oral reports, based on readings specified in the Week-by-Week Plans (see Section III). Most factual information in the seminar is conveyed through these reports, a structure which allows everyone to participate and take responsibility for advancing the common knowledge. Each report is followed by a short period of group discussion, followed by another report (usually someone will feel that her/his report follows the discussion naturally) until all have been given. On the average, each participant should give one report every other session. If the group is large, two people might volunteer per report, one giving the presentation and the other making any needed

additions. The reports should be well-planned and concise, and should describe the most important problems identified by the readings, the solutions they suggest, and the implications for personal change and social action they raise. (Included with the lists of readings in Section III are questions which can serve as a guide.) The reports also should identify any important shortcomings in the readings, such as unjustified assumptions or lack of substantiating data. Five minutes is suggested as the length of each report, and ten minutes for the discussions which follow; but each group should decide for itself the amounts of time that are most appropriate.*

2.4 Break. A ten or fifteen minute break gives people a chance to stretch, get something to drink, say hello. Someone might volunteer to bring refreshments.

2.5 Group Activities. An important purpose of the seminar is to help participants construct activities which can contribute to the solution of food/hunger problems. Therefore, most of the seminar sessions include special activities which relate the information in the readings not

* Two alternative report-discussion formats which occasionally can be substituted for the method described above are: (1) all reports given one after another, with discussion deferred until all reports have been given; and (2) key questions, selected by each reporter from her/his readings, written on a wall chart, and used to begin a general discussion, with reporters contributing additional information as needed.

only to possible solutions but also to specific actions which one or more of the group might undertake. Three activities which you may want to substitute for those specified in the Week-by-Week Plans are described below. Other methods appear in Section III-D of Organizing Macro-Analysis Seminars, and the group also may devise methods of its own.

- Problem/Solution/Action Exercise. The group first "brainstorms,"* in order, the following subjects:

  (a) problems discussed in the given session;
  (b) possible solutions; and
  (c) group projects and individual life-style changes which might facilitate the solutions.

  Two to three minutes is spent on each subject and the responses to each are recorded in separate columns on a blackboard or wall chart. The group then quickly picks one of the projects or life-style changes and "brainstorms" the responses from this new list and repeats the question: "How can we achieve that?" The cycle is repeated three or four times until the projects and life-style changes become specific, clear, and achievable enough to establish a month-by-month "time-line" for action. The whole procedure takes from 20 to 45 minutes.

- Web Chart. A "web chart" is a visual process which enables one to trace the root causes or the effects of any specific, concrete social

* "Brainstorming" is a process in which group members "throw out" ideas, no matter how seemingly wild or impractical. Each idea is recorded on a blackboard or wall chart without discussion or evaluation. Once a lengthy list of ideas has been collected, the group then can go back and sift out the proposals that seem the most promising. A good "brainstorming" session usually needs only five minutes.

condition. It quite literally results in a "big picture," locating the issue of concern at the center of a web of interlaced forces, and thus facilitates analysis of a problem. Also, by indicating "handles" on the problem, it can be of considerable value in helping plan solution-oriented strategy. (Appendix G contains a sample web chart.) A group starts a web chart by writing the issue of concern (e.g., "the inadequacy of the food stamp program in our town") in the center of a blackboard or wall chart. Members then suggest what they believe are the important causes or consequences of the problem (the group should decide in advance to concentrate on one or the other; it should not mix them) and the Recorder writes these suggestions on the board or chart near the central concern, connecting them with lines to it. When the group is satisfied that major direct causes have been identified, it then concentrates on the causes of the direct causes. As numerous second-, third-, and even fourth-level causes are added, the diagram assumes the appearance of a web. The entire procedure can take from 30 to 60 minutes. [Note: It is important that the central issue chosen be very concrete; if it is too vague, the group soon will become lost in definitional questions.]

- Strategy Exercise. After selecting a concrete social-change goal (e.g., "How can we make the Nestle Corporation's impact on the Third World a positive one?"), the seminar splits into two groups working for social change, one playing the role of "nonviolent direct-action activists," the other playing the role of "liberals operating within established structures." Each group is given a separate working place and approximately 30 minutes to produce a specific year-by-year program for attaining the goal. The groups then reassemble and share their strategies. The resulting discussion often points out the interdependence of such approaches.

2.6 Business. Each session should include the following items of seminar business:

- collection of the readings distributed the previous session for the day's reports;
- distribution of readings to volunteers for the next session's reports;
- designation of a new Assistant Facilitator;
- planning of the next session's agenda (which can be refined later by the Facilitator and Assistant Facilitator) and making arrangements for any special activities (e.g., films, guest speakers, etc.); and
- announcement of any upcoming conferences, films, lectures, or other events relevant to food/hunger or related social-change issues.

2.7 Evaluation. Effective evaluations at the close of each session afford major opportunities to mold the seminar to the group's particular needs. An evaluation that is both frank and honest, and at the same time supportive of seminar participants, is a crucial mechanism for sharing how well things are going and for using the group's collective wisdom to make improvements for the future. The group should "brainstorm" and/or discuss, in order: (a) what was good about the session; (b) what was bad about the session; and (c) suggestions for improvement (with brief discussion and selection of the most promising proposals for use in later sessions).

III. SEMINAR CONTENT

A. Introduction

This seminar is intended to help participants explore the relationships between local, national, and global food/hunger issues, and then link the knowledge gained to activities which can contribute to the solution of food and hunger problems. After two introductory sessions, the seminar addresses, in turn, domestic food and hunger issues, world food problems, and future-oriented action projects and activities, as explained below.

Part One - Introduction. Two preliminary sessions for personal introductions, the sharing of basic assumptions and expectations about the seminar, and "housekeeping" details (meeting time and place, finances, duration of the seminar, possible variations, child-care, etc.).

Part Two - Domestic Food/Hunger Issues. Four of the six sessions which focus on domestic issues are devoted to analyses of various local and national food and hunger

problems. Readings and reports are the basic vehicle for information, but films, a guest speaker, and field visits provide further input. Several group processes help the participants assimilate the information and relate it to themselves and to social change. The last two sessions explore visions for a future without hunger, and strategies for change. During these sessions, the participants develop their own possible action strategies.

Part Three - World Food/Hunger Issues. Five sessions on global food issues also rely on readings and reports to convey most factual information. Four sessions devoted to analyses of world food problems include a "role-play" and exercises involving individual ethics and values that help the participants to link the information to themselves, plus a "web chart" exercise which helps visualize the larger context, or "big picture," into which the issues fit. A session on alternative visions and action strategies evaluates different approaches to solving the problem of world hunger.

Part Four - Where Do We Go from Here? In the last two sessions, the participants determine what they will do after the seminar ends. The agendas may include presentations of action projects (see Appendix F), discussion of further actions by members of the group, and an in-depth evaluation of the entire seminar.

B. Course Outline

Part One: Introduction

Week 1
Introductions: Expectations for Seminar
Explanation of Seminar

Week 2
Film: Hunger in America
Review of Reporting Format
Field Trip Preparations for Week 5

Part Two: Domestic Food/Hunger Issues

Week 3: Nutrition: You Are What You Eat
Reading and Discussion Topics
1) Nutrition - What Is It?
2) Problems with the American Diet
3) Meat Eating Vs. Vegetarianism
4) Food and the Consumer
5) Action on Nutrition
Group Activity: "In Search of Solutions for Better Eating"

Week 4: Poverty and Hunger in the Land of Plenty
Reading and Discussion Topics
1) Hunger: Definitions and Extent
2) Hunger and Poverty: Relationships
3) Farm Workers and Small Farmers: "Biting the Hands that Feed Us"
4) Programs to Alleviate Poverty and Hunger -- and Their Limitations
Speech and Film by United Farm Workers Representative

Week 5: The Local Situation: Field Visits to Food Agencies and Programs
Reading and Discussion Topics
1) Two Approaches to Ending Poverty and Hunger: Selective Programs Vs. Universal Services
2) Reports from Field Visits
Group Activity: "Solutions/Actions" Exercise

Week 6: The U.S. Food System

Reading and Discussion Topics

1) Farm Ownership and Control: Giant Corporations Vs. Small Farmers
2) The U.S. Food Industry -- I
3) The U.S. Food Industry -- II
4) Modern Farming in America: The Green Revolution Begins at Home
5) The Government's Role in the Food Industry: The Agribusiness/Government Complex
6) People's Actions on Food and Hunger

Group Activity: "Problems/Solutions/Projects" Exercise

Week 7: Visions, Strategies, and Actions

Reading and Discussion Topics

1) Visions of a Good Society
2) Alternatives to Present Food Production and Distribution Systems -- and People's Actions -- I
3) Alternatives to Present Food Production and Distribution Systems -- and People's Actions -- II
4) Alternatives to Present Food Production and Distribution Systems -- and People's Actions -- III
5) Organizing Action Campaigns Step-by-Step

Group Activity: "Developing Our Own Action Campaigns" -- I

Week 8: Citizen Action for Social Change

Group Activity: "Developing Our Own Action Campaigns -- II

Reading and Discussion Topics

1) Fundamental Social Change
2) Our Action Campaigns

Part Three: World Food/Hunger Issues

Week 9: World Hunger: Extent and Possible Causes

Reading and Discussion Topics

1) World Hunger: An Overview
2) Hunger and Population: A Range of Views
3) Hunger, Scarcity, and Nature
4) Food Production and Structures of Trade

Slide Show: Sharing Global Resources: Toward a New International Economic Order

Group Activity: Values Clarification Exercise

Week 10: The Role of the U.S. Government and Corporations

Reading and Discussion Topics

1) U.S. Foreign Policy and the Third World
2) U.S. Corporations and Hunger
3) American Business Know-How to the Rescue: Case Studies
4) The Role of the International Monetary Agencies

Group Activity: "Rome II" Role Play -- I

Week 11: World Hunger: The Search for Solutions

Reading and Discussion Topics

1) World Hunger: A Range of Proposed Responses
2) Foreign Aid

Group Activity: "Rome II" Role Play -- II

Week 12: More Proposed Solutions to World Hunger

Reading and Discussion Topics

1) The Green Revolution
2) Economic Growth: Savior or False Promise?
3) International Grain Reserves
4) A New International Order
5) Food First

Group Activity: "Causes of World Hunger and Solutions" Web Chart

Week 13: The End of World Hunger: Visions, Strategies, and Actions

Reading and Discussion Topics

1) Hunger Relief Organizations
2) Philanthropic Help and Its Limitations
3) People's Action Groups
4) China

Speaker and Slides on China

Part Four: Where Do We Go From Here?

Week 14

Reports on Big Projects
Where Do We Go From Here? -- I

Week 15

Where Do We Go From Here? -- II
Evaluation of the Entire Seminar

C. Outline of a Typical Session

Detailed meeting agendas for Weeks 1-3 are suggested in the Week-by-Week Plans (see Section E, below). After Week 3, meeting agendas are set by the group, using the subjects, reading topics, and group activities provided. However, "Excitement Sharing," "Agenda Review," "Business," and "Evaluation" still should be included in all sessions. The following outline (which corresponds with the agenda item explanations in Section II-C-2, above) can be used as a model for Weeks 4-13.

1.	Excitement Sharing	10 minutes
2.	Agenda Review	2-10
3.	Reports and Discussions	20-120
4.	Break	5-15
5.	Group Activities	20-120
6.	Business	5-20
7.	Evaluation	5-20
	Total	180 minutes

D. Frequently Used Publications and Their Abbreviations

1. Books used in the seminar are listed below, with the abbreviations used to refer to them.

DIET FOR A SMALL PLANET	Lappe, Frances Moore, DIET FOR A SMALL PLANET. New York: Ballantine Books, Revised Edition, 1975.
EYHO	Hightower, Jim, EAT YOUR HEART OUT. New York: Vintage Books, 1976.

FFP	Lerza, Catherine, and Michael Jacobsen, Eds., FOOD FOR PEOPLE, NOT FOR PROFIT. New York: Ballantine Books, 1976.
FGU	Center for Science in the Public Interest, FROM THE GROUND UP: BUILDING A GRASS ROOTS FOOD POLICY. Washington, D.C.: Center for Science in the Public Interest, 1976.
FOOD FIRST	Lappe, Frances Moore, and Joseph Collins, FOOD FIRST. San Francisco: Institute for Food and Development Policy, 1977.
FOOD: WNPCM	Katz, Deborah, and Mary Goodwin, FOOD: WHERE NUTRITION, POLITICS, AND CULTURE MEET. Washington, D.C.: Center for Science in the Public Interest, 1976.
HFP	Ledogar, Robert, HUNGRY FOR PROFITS. New York: IDOC/North America, 1975.
MTNS	Gowan, Susanne, George Lakey, William Moyer, and Richard Taylor, MOVING TOWARD A NEW SOCIETY. Philadelphia: New Society Press, 1976.
NUTRITION SCOREBOARD	Jacobsen, Michael, NUTRITION SCOREBOARD. New York: Avon Books, 1975.
RAD AG	Merrill, Richard, RADICAL AGRICULTURE. New York: Harper Colophon Books, 1976.
TROJAN HORSE	Weissman, Steve, THE TROJAN HORSE. New York: Monthly Review Press, 1976.

2. Frequently cited publishers are abbreviated as specified below (complete names and addresses of these and of all other publishers of booklets, pamphlets, and reprints used in the seminar are given in Appendix D).

AID	U.S. Agency for International Development
AFSC	American Friends Service Committee
CAMBRIDGE	Cambridge Committee for Self-education
PMAC	Philadelphia Macro-Analysis Collective

E. Week-by-Week Plans

Plans for each session of the seminar are given below. Detailed agendas are provided for Weeks 1-3, so as to familiarize participants with the seminar process and thereby provide a model for subsequent sessions. Agenda items marked with an asterisk(*) in these sessions are explained in Section II-C-2 above. After Week 3, only the subjects, reading topics, and special group activities are specified, leaving the rest of the agendas to be planned by the group (for an outline of a typical session, see Subsection C above). Full titles of all publications used in the seminar, along with ordering information, are given in Appendix D.

PART ONE: INTRODUCTION

Week 1

Welcome Statement	5 minutes
Excitement Sharing*	10 minutes
Agenda Review*	5 minutes
Personal Introductions	30 minutes

A good way to do introductions is to break into pairs, each person taking three minutes to introduce her- or himself, mentioning one personal characteristic the group would enjoy knowing. Then, each person introduces her/his partner to the entire group.

Share Wishes and Expectations for the Seminar 20 minutes

A quick "brainstorming" session, with ideas recorded so they can be referred to later is a good way of determining whether people's expectations are realistic and being met by the seminar. The "brainstorming" session might be focused by asking people to tell the group in which ways they see themselves using what they will learn from the seminar, or by asking them to indicate the major hopes they have for the seminar. If people have unrealistic or contradictory expectations, this should be made clear and dealt with at this time.

Break* 15 minutes

Explanation of the Seminar 60 minutes

- Introduction to macro-analysis, including definition, historical background, content, process, and relationship to social action. (The introduction to Organizing Macro-Analysis Seminars contains much of this material.)
- Questions and discussion
- Reach agreement to try the macro-analysis method
- Grading process (if applicable)
- Suggest participants begin common readings (listed at the beginning of Part Two, Domestic Food and Hunger issues) and finish this manual.

Business: Selection of Assistant Facilitator for Next Session; Announcements of Any Up-Coming Food/Hunger-Related Events. 5 minutes

Evaluation: 10 minutes

Week 2

Excitement Sharing* 10 minutes

Agenda Review* 5 minutes

Film: Hunger in America — 60 minutes

This classic 1968 CBS Report documents the 10-40 million U.S. citizens who live under the specter of hunger. A 54-minute film, it is one of the best resources available on domestic hunger. Interviews with sharecroppers, tenant farmers, blacks, Native Americans, and school children demonstrate the extent of hunger in the U.S., the inadequacy of federal food programs, and the need for new approaches. The film is probably available free of charge from your public or university library. If not, it can be rented for $7.50 from the AFL-CIO Film Division, 815 16th Street N.W., Washington, D.C. 20006, (202) 637-5000; or for $25 or less from regional distribution centers of Carousel Films, 1501 Broadway, New York, N.Y. 10036, (212) 354-0315. If you cannot acquire the film at a reasonable cost, another film or a speaker may be substituted.

Response to Film — 15 minutes

Break* — 10 minutes

Business: Reports for Next Week — 20 minutes

- Review reporting format (see Section II-C-2)
- Review how to give reports
- Distribute readings to volunteers for next session's reports

Game or Stretch — 5 minutes

Business: Field Trip Preparations for Week 5 (see Appendix E) — 30 minutes

- Explanation of concept
- Listing of options on blackboard or wall chart
- Selections of destinations
- Meetings of small groups to plan visits
- Suggestions of possible readings for various groups

Selection of Assistant Facilitator for Next Week; Announcements — 5 minutes

Evaluation* — 10 minutes

PART TWO: DOMESTIC FOOD/HUNGER ISSUES

Common Readings

1. MTNS. All chapters except 4, 5, and 6. This book places food and hunger problems in a context with other issues, and identifies problems, solutions, and actions that might be taken in the larger context.
2. RAD AG, especially ch. 1 "Radical Agriculture."

Week 3: Nutrition: You Are What You Eat

Excitement Sharing* — 10 minutes

Agenda Review* — 5 Minutes

Reports and Discussions (see Section II-C-2) — 75 minutes

Report 1: Nutrition -- What Is It?

1) FOOD: WNPCM, "Foods and Essential Nutriments," pp. 30-36. — 6 pp.
2) NUTRITION SCOREBOARD, "Rating the Nutritional Value of Foods," ch. 2. — 62
68 pp.

Questions:

a) Is your own diet nutritionally adequate? Nutritionally excellent?
b) Do you know anyone who you think eats well nutritionally?
c) Do the majority of your friends have poor, fair, good, or excellent diets? If your answer is "poor" or "fair," do they eat too much? Name the problem foods. Are these foods commonly eaten? Why do people eat foods which are bad for them?

Report 2: Problems with the American Diet

1) NUTRITION SCOREBOARD, Introduction. — 29 pp.

2)	FOOD: WNPCM, "Nutrition and Diet-Related Diseases," pp. 60-66.	6
3)	FFP, "Nutrition," Introduction, pp. 165-170.	5
4)	FFP, "Fat Americans," pp. 170-175.	5
5)	FFP, "Sugar and Tooth Decay," pp. 190-195.	5
6)	FFP, "Feeding Baby Best," pp. 196-201.	5
		55 pp.

Questions: Same as for Report 1.

Report 3: Meat Eating Vs. Vegetarianism

1)	DIET FOR A SMALL PLANET, ch. 1. Also scan rest of book.	27 pp.
2)	The World Food Situation and Prospects to 1985, "The Grain Livestock Issue," pp. 51-52.	2
3)	Beef Industry Council, "Beef's Role in Feeding a Hungry World."	2
4)	Beef Industry Council, "A Dozen Ways to Stretch Your Beef Dollar," scan.	2
5)	American Heart Association, "The Way to a Man's Heart," scan.	5
6)	FFP, "Breaking the Meat Habit," pp. 201-210.	10
7)	Cook a dinner during the week from a DIET FOR A SMALL PLANET recipe, and report your reactions to the group.	48 pp.

Questions:

a) Is it bad to eat meat? How would decreasing meat consumption affect your health? How would it affect global food problems? Is it an effective action for social change?
b) How has increased meat consumption affected the national economy? The global economy?

Report 4: Food and the Consumer

1)	FFP, "Real Cost of Convenience Foods," "The New Way of Cooking," "Packaging: The Costs Add Up," and "The Sugar-Coated Children's Hour," pp. 134-148.	14 pp.
2)	FOOD: WNPCM, "Food and the Consumer," (prose only, not exercises), pp. 94-97, 101-102, 105-106.	11

3) CAMBRIDGE, "Don't Be Deceived -- If You're Still Alive" and "The Decline of the American Hot Dog,"	4
4) FFP, Appendix 2, "Junk It."	1
	31 pp.

Questions:

a) Do you have a right to know exactly what is in the food you eat and to demand changes when harmful chemicals or additives are used? How can you take action to exercise your rights?
b) How great an influence do you feel the food industry has over your food likes and dislikes? To what degree do you think you are affected by heavy advertisement? To what degree is the society at large affected? Why does the food industry often try to get people to eat foods which are unhealthy and to eat too much food?

Report 5: Action on Nutrition

1) FGU, "Nutrition and Good Health" and "A Good Vend Campaign," pp. 52-73.	21 pp.
2) FFP, "Eating Well Is the Best Revenge," pp. 210-214.	7
3) FOOD: WNPCM. Look over exercises in "Food and the Consumer," pp. 93-123.	16
4) Keep a 4-day diary (see FOOD: WNPCM, p. 46).	44 pp.

Questions:

a) Why is it important for people to know about nutrition? How would it affect this country economically, politically, or socially to have a nutritionally aware population?
b) What might be some goals for a nutrition campaign? How is nutrition education a social change action as well as a personal development action?

Group Discussion of Entire Subject — 15 minutes

Break* — 10 minutes

Group Activity: "In Search of Solutions for Better Eating" 40 minutes

The group divides into small groups of four or five, each with a volunteer recorder/reporter. Each group takes 20 minutes to work on one of the four eating problems below. The solutions are recorded on wall charts, and a 25-minute report/discussion with the entire group follows. This activity is based on an exercise in FOOD: WNPCM.

1) Backpacking. It is Spring, and time for an adventure into the hills. Five friends decide to go on a hike in the country for a weekend. Running water and outdoor camp stoves are available; otherwise, all provisions must be carried. Plan a two-day, well-balanced menu and market-order for the hikers. Plan your diet taking into account such necessary considerations as weight, spoilage, etc.

2) Bag Lunches. Due to the rising cost of food outside the home, bag lunches are becoming increasingly popular in schools, offices, and at activities and meetings. Draw up a week's menu of well-balanced bag lunches. Be very imaginative. Refrigeration may or may not be available. Plan for both contingencies.

3) On-the-Move Food. You are traveling across country. Your budget is meager. The "cheap" restaurant and fast-food is greasy, boring, and unappetizing. Can you find any nutritious foods? List them. What wholesome foods are few in number or missing? What would you add to the menus to provide more nutritious foods? Draw up a food plan for travel survival. Where could you eat? Where would you purchase food?

4) Snacks. You are going to have an "End-of-the-Seminar Party," inviting all your

favorite people, including three nutrition teachers. Plan nutritious snacks for this party and future parties.

Business: 20 minutes

- Collect this week's reading materials
- Volunteers for next week's reports; reading materials passed out
- Further discussion of field visits

Evaluation* 5 minutes

Week 4: Poverty and Hunger in the Land of Plenty**

Common Reading.

MTNS, chs. 2, 3 and 6.

Report 1: Hunger: Definitions and Extent

1)	FFP, Introduction to Part 5: "Food and the Poor," pp. 289-90	2 pp.
2)	FFP, "Hunger in the USA: Want Amid Plenty," "The Ten-State Nutrition Survey," "Defining Hunger Among the Poor," and "The Poor Pay More," pp. 291-311.	22
		24 pp.

Questions:

a) What is hunger?
b) Is there really hunger in the US?
c) Who are the hungry in the US?

Report 2: Hunger and Poverty: Relationships

1)	FFP, "The Poor Can't Afford to Eat," pp. 337-47	11 pp.
2)	MTNS, "Aspects of a Healthy Society," pp. 12-14.	3
3)	MYNS, "Symptoms of a Diseased Society," pp. 15-19.	5
4)	MTNS, "Poverty," pp. 108-21.	13
5)	MTNS, "Inequality," pp. 121-33.	12
		44 pp.

** Reminder: After Week 3, only subjects, reading topics, and group activities are specified in the Week-by-Week Plans. For an outline of a typical session, see Section III-C.

Questions:

a) Is there poverty in the U.S.? To what extent?
b) Is there a relationship between hunger and poverty?
c) Is there a relationship between poverty and inequality in the U.S.?
d) Is there a relationship between women and hunger?
e) How does the present U.S. compare with a healthy society? What is a healthy society?

Report 3: Farm Workers and Small Farmers: "Biting the Hands that Feed Us"

1) National Sharecroppers Fund, "The Conditions of Farmworkers and Small Farmers."	12 pp.
2) FFP, "Hunger: Knock on any Door" and "The New Pesticide Threat," pp. 88-93.	10
3) CAMBRIDGE, The Grapes of Wrath, ch. 19.	4
4) RAD AG, ch. 9, "The National Sharecroppers Fund and the Farm Co-op Movement in the South."	12
5) RAD AG, ch. 10, "The Invisible Workers: Labor Organization on American Farms."	22
	60 pp.

Report 4: Programs to Alleviate Poverty and Hunger -- And Their Limitations

1) FGU, "Federal Food Programs," pp. 73-102.	29 pp.
2) FFP, "An End to Persistent Poverty and Hunger in America," pp. 311-319.	7
3) FFP, "Improving Your School Lunch Program," "The Elderly Have Special Nutritional Needs," and "Hunger Task Forces Prod the Fed," pp. 319-333.	14
	50 pp.

Questions:

a) What are the major government food programs? Who are they for?
b) How successful are these programs at meeting the food needs of their "target groups?"
c) How unsuccessful are they? Why?
d) What things can people do to make these programs work?
e) Are the programs to help the hungry and poor designed to end hunger and poverty? Are they failures if they don't?

Speech and Film by United Farm Workers Representative

The story of exploitation and degradation of farm workers must be known for an accurate look at our nation's attitude toward hunger and poverty. The UFW almost certainly has representatives near you. If you do not know how to contact the nearest regional office, contact one of the offices listed in Appendix H. If a UFW speaker is impossible to arrange, another possibility is the film Harvest of Shame. A 54 minute CBS Report with Edward R. Murrow, it documents the lives of farm workers in Florida, Georgia, Virginia, New York, and California, and presents the on-going struggle to end this form of exploitation. The film is often available free of charge through local public or university libraries. You can also write McGraw Hill Text Films, 1221 Avenue of the Americas, New York, NY 10020, (212) 997-1221. Direct rental from that office is $34.

Week 5: The Local Situation: Field Visits to Food Agencies and Programs

Common Reading

1) PMAC, "A Strategy for Ending Domestic Hunger."

Report 1: Two Approaches to Ending Poverty and Hunger: Selective Programs Vs. Universal Services

1) PMAC, "A Strategy for Ending Domestic Hunger" (skip "Third World" section). 7 pp.

Reports 2, 3, 4, etc. These are reports on field visits to local food- and hunger-related organizations. These visits are explained in Appendix E, along with examples of destinations, background readings, and questions to raise. Each group on a field visit should report to the whole group in the usual report format. These presentations may well last 10 minutes instead of the usual five, and should be followed by general discussion.

Group Activity: "Solutions/Actions" Exercise

This exercise is the same as the Problems/

Solutions/Actions exercise described in Section II-C-2.5, except that the problem already has been selected. In this case, the group should "brainstorm" solutions, actions, and lifestyle changes for the problem: "What can and should be done to feed people in the U.S.?

Week 6: The U.S. Food System

Report 1: Farm Ownership and Control: Giant Corporations Vs. Small Farmers

1) EYHA, ch. VVI, "Farmers: Death of American Gothic."	18 pp.
2) EYHA, ch. VII, "Limousines in the Fields."	24
3) RAD AG, ch. 4, "Agribusiness."	11
4) RAD AG, ch. 5, "Corporate Accountability & the Family Farm."	12
	65 pp.

Questions:

a) To what extent are family farms diminishing?
b) What is forcing family farms out of business? What is replacing them?
c) What is meant by "vertical integration" and "contract" farming?
d) How extensive is corporate farming? Which corporations are involved?
e) Why are corporations involved in agriculture if farming has such a low profit rate?
f) What is modern farming and how does it differ from traditional farming?
g) Which are better, small farms or large farms? Why?
h) How independent are today's family farmers?
i) What difference does it make to the U.S. food consumer whether corporations replace family farming?

Report 2: The U.S. Food Industry -- I**

** Reports 2 and 3 are related to the same large subject, the U.S. Food Industry. Consequently, Report 2 can be given, followed by a few minutes of clarifying questions; then Report 3, which should cover key points not mentioned in Report 2 (followed again by clarifying questions); and finally, a general discussion can begin on the entire subject.

1)	EYHO, ch. I, "Bigger Is Better, and Other American Myths."	7 pp.
2)	EYHO, ch. II, "Guess Who's Coming to Dinner?"	36
3)	EYHO, ch. III, "Consumers: Footing the Bill."	39
4)	EYHO, ch. IV, "Biting into Oligopoly."	36
5)	EYHO, ch. V, "Ads, Gimmicks and Shelf Space: Barriers to Competition."	18
		136 pp.

Questions:

a) What is the food industry? What are its various sectors? Who is in the food industry?
b) How concentrated is ownership and control in the U.S. food industry, both vertically and horizontally?
c) How has the "modernization" of the food industry affected the nutrition of the foods Americans eat?

Report 3: The U.S. Food Industry -- II**

1)	FOOD: WNPCM, "The Food System -- From Field to Table," pp. 124-127.	4 pp.
2)	FOOD: WNPCM, "The Structure of the Food System," pp. 130-136.	7
3)	FFP, Part Two, "The Costs of Food," pp. 105-148.	43
4)	CAMBRIDGE, "Agribusiness and the Food Crisis."	2
5)	PROGRESSIVE, "The Food Monopolies."	5
		61 pp.

Questions: Same as for Report 2, plus:

1) What are some of the causes of higher prices for food? Does the bigness of corporations lower prices?

Report 4: Modern Farming in the U.S: The Green Revolution Begins at Home

1)	FFP, "Emptying the Cornucopia," pp. 45-57.	12 pp.
2)	RAD AG, ch. 7, "Efficiency in Agriculture: The Economics of Energy."	22
3)	CAMBRIDGE, "Energy Use in the U.S. Food System."	4
4)	CAMBRIDGE, "Factory Farming Is Not Efficient."	3

5) CAMBRIDGE, "How Efficient Is Mechanized Agriculture?" 2
6) CAMBRIDGE, "What Is the Power Center of Agribusiness?" 2
7) FOOD: WNPCM, "The Food System and the Environment," pp. 146-50. 5

50 pp.

Note: Some of the above articles overlap. Because of the different approaches to the technical nature of the subject-matter, terms, and analyses, we have included a number of articles with much the same information. Each article, however, contributes unique information which makes it valuable.

Questions:

a) What is modern farming?
b) What are the advantages and disadvantages of modern farming?
c) Is modern farming responsible for our great food production?
d) What are alternatives to modern farming?

Report 5: The Government's Role in the Food Industry: The Agribusiness/Government Complex

1) EYHO, ch. VII, "Government: A Helping Hand." 37 pp.
2) EYHO, ch. IX, "Business as Usual: Corporate Influence on Government." 21
3) FFP, Part Six, "The Government and the Food Industry: Who Regulates Whom?" pp. 351-406. 55
4) FFP, "Recent Job Changes Between Top Industry and Government Posts," pp. 434-435. 2

115 pp.

Note: This is a long reading. After reading the chapters in EYHO select the FFP readings which most interest you if you don't have time to read them all.

Questions:

a) How does the government relate to the food industry?
b) Who is served by the various government agencies involved with food? How? Who wins, who loses? Why?
c) To what extent do large food corporations influence government decisions? How do they do it?

d) What solutions are there to such problems?
e) What can people do?

Report 6: People's Actions on Food and Hunger

1)	EYHO, ch. X, "Eat Your Heart Out," beginning with section "Leave It to Them."	12 pp.
2)	FFP, "Action Ideas," pp. 407-427.	20
3)	FFP, "Food Co-ops: Alternatives for Consumers," pp. 148-153.	6
4)	FFP, "Learning from 1974's Community Gardens," pp. 154-157.	4
5)	FFP, "Money Saving as an Art," pp. 158-162.	5
		47 pp.

Questions:

a) Reconsider why people need to act on food and hunger issues.
b) What different kinds of action on food and hunger issues have people taken?
c) What are the advantages and limitations of these different kinds of actions?

Group Activity: Problems/Solutions/Projects Exercise

Because there are more readings in this session than in others, there will be less time for a special group activity. During the reports and discussion time, the recorder extracts and writes on three wall charts any problems, solutions, or projects mentioned or implied. This helps focus the discussion on social change, helps the group produce more useful and practical ideas, and is a good memory device. If there is time, the group should "brainstorm" additions to all three columns, and discuss which projects are most feasible for the group actually to undertake. It is especially important that these domestic issues be related to social change in this way because they touch us and the people around us closely, and therefore especially lend themselves to direct action projects.

Week 7: Visions, Strategies, and Actions

Common Readings

1) MTNS, "Prescription," chs. 7, 8 + 9.
2) NSP, "How to Organize Nonviolent Actions: A Mini-Manual."

Report 1: Visions of a Good Society

1) MTNS, ch. 2, "Aspects of a Healthy Society."	3 pp.
2) MTNS, ch. 7, "A Sound Economic System."	24
3) MTNS, ch. 8, "Contributing to Global Health."	6
4) MTNS, ch. 9, "A Sensitive Body Politic."	8
	41 pp.

Note: If you have time, look into "Visions of a Better Society" in Organizing Macro-Analysis Seminars which lists readings of other visions such as Communitas, The Case for Participatory Democracy and Post-Scarcity Anarchism.

Questions:

a) What are some basic problems with our present social order? How do these structural problems relate to poverty and hunger in America? Why do we need to change them?
b) What would be some important goals of a new society or new social order in the United States?
c) What changes would be necessary; that is, what would the new society look like? What would be some key aspects of a new economic system? What would be some key aspects of a new political system? How would they work?

Report 2: Alternatives to Present Food Production and Distribution Systems -- and People's Actions -- I

1) RAD AG, ch. 1, "Radical Agriculture."	11 pp.
2) RAD AG, ch. 3, "Land Reform in America."	12
3) CAMBRIDGE, "A Decentralist Approach to the World Food Crisis" (skip last part).	3
4) FFP, "A Tale of Two Towns," pp. 70-73.	4
5) FFP, "Wresting Agriculture from Corporate Farmers," pp. 82-87.	6
6) FGU, "Saving the Family Farm," pp. 121-129.	9
7) CAMBRIDGE, "Neighborhood Food Systems."	5
8) FGU, "Gardening," pp. 103-107.	5
	55 pp.

Questions:

a) What alternatives are there to the present food production and distribution systems?

b) What actions can people take to implement these alternatives?
c) What do you think are some important advantages and disadvantages of these alternatives and actions?

Report 3: Alternatives to Present Food Production and Distribution Systems -- and People's Actions -- II

1)	RAD AG, ch. 15, "A Modest Proposal: Science for the People."	24 pp.
2)	RAD AG, ch. 16, "Toward a Self-Sustaining Agriculture," skip pp. 287-308.	15
3)	RAD AG, ch. 13, "Organic Force."	12
4)	FGU, "Organic Food Regulations," pp. 108-114.	7
5)	FFP, Nelson, "Big Farms Try Kicking the Chemical Habit," pp. 74-78.	5
6)	FFP, "Beating a Drought, Organically," pp. 79-82.	3
7)	CAMBRIDGE, "New Food Systems in Vermont."	2
8)	FGU, "Alternative Marketing," pp. 19-31.	12
9)	FFP, Kenan, "Food Co-ops: Alternatives for Consumers," pp. 148-153.	6
10)	RAD AG, ch. 12, "Urban-Rural Food Alliances: A Perspective on Recent Community Food Organizing."	19
		105 pp.

Questions: Same as for Report 2

Report 4: Alternatives to Present Food Production and Distribution Systems -- and People's Actions -- III

1)	PMAC, "A Strategy for Ending Domestic Hunger." Begin with "Two Approaches to Ending Poverty," focus especially on "A New Strategy for Ending Domestic Hunger."	4 pp.
2)	FGU, "A State Food Policy," pp. 16-18.	3
3)	FGU, "Food Tax: The Billion Dollar Gyp," "Food Pricing and Anti-Trust Action," "Nutrition and Good Health," and "A 'Good Vend' Campaign," pp. 32-73.	41
		48 pp.

Questions: Same as for Report 2

Report 5: Organizing Action Campaigns Step-by-Step

1) FGU, "Organizing for Change," especially pp. 5-7. 8 pp.
2) FGU, "Organizing Suggestions," pp. 130-137. 8
3) NSP, "How to Organize Nonviolent Actions: A Mini-Manual." 10

26 pp.

Questions:

a) How can you start a citizens' action group?
b) What are some steps the group can take once it begins?
c) What are some important aspects of a citizen's campaign to change something?
d) What are nonviolent direct-action demonstrations and campaigns? How do they differ from other forms of citizen action?
e) Why should we engage in citizen actions? What are their advantages and disadvantages?

Group Activity:

Each person takes two minutes to think of a problem they would like to do something about. These thoughts are shared and recorded on a blackboard or wall chart. Small groups form according to mutual interest. These groups then devise an action project or campaign, using the four steps described below.

The exercise will be continued the following week, but people may wish to meet outside of the seminar for further work on strategy.

1) Analysis. What is the problem? Why does it exist?
2) Vision. What alternatives are there to the problem? What solutions?
3) Project. What could we do to achieve the solution or implement the alternative?
4) Time Line. What are the first steps for the project? (The first step may be forming a task force or action group.) What could we do the first week? The first month? Second month? What is our overall goal? How long will it take to reach it? What further steps are involved?

Week 8: Citizen Action for Social Change

Common Reading.

MTNS, Part IV, "Treatment," especially chs. 13, 14, + 15.

Group Exercise: Completion of "Developing Our Own Action Campaigns"

Each group continues to develop its campaign from the previous session and finalize its presentation to the group. The campaign should be outlined on a blackboard or wall chart and one person should be selected to explain it. A complete campaign is not necessary; a general outline and suggestive timeline is sufficient.

Report 1: Fundamental Social Change

1) MTNS, Part IV, "Treatment," especially chs. 13, 14 + 15.

Reports 2, 3, 4, etc.: Our Action Campaigns

Each of the small groups describes its action campaign to the whole group in the usual report/discussion format. Other people will give feedback and suggestions until each project is clearly defined and seems achievable. Or, those groups which feel "stuck" and want more input can explain their situation to the whole group during their "report" time, and during the discussion the whole group can make suggestions for developing a successful campaign.

PART THREE: WORLD FOOD/HUNGER ISSUES

Common Readings

1. MTNS, ch. 5, "The Exported Plague"
2. PMAC, "How We Cause World Hunger"
3. RAD AG, "The Green Revolution: American Agriculture in the Third World"
4. AID, "Aid and Agribusiness: The Challenge Before Us"
5. FOOD FIRST. Look up any specific questions you might have.

Week 9: World Hunger: Extent and Possible Causes

Report 1: World Hunger: An Overview

1)	FOOD: WNPCM, "What Is Hunger?" pp. 174-175.	2 pp.
2)	The World Food Situation and Prospects to 1985, ch. 6, "Nutrition."	3
3)	FFP, Introduction to Part Four, "World Food," pp. 217-219.	2
4)	FFP, "The Changing Face of Food Scarcity," pp. 219-230.	12
5)	AFSC, Who Really Starves? Women and World Hunger, "To Each According to Her Needs" section.	2
6)	USDA, "Is the World Starving?"	21
		22 pp.

Report 2: Hunger and Population: A Range of Views

1)	MTNS, "Birth Control," pp. 45-48, "Two Apologies for Underdevelopment," pp. 97-100.	7 pp.
2)	The World Food Situation and Prospects to 1985, "Food Production Trends," pp. 12-14.	
3)	CAMBRIDGE, "Population Growth and Social Development" and "On the 'Population Bomb'."	5
4)	Overseas Development Council, "Population Strategy for a Finite Planet."	10
5)	PMAC, "The Myth of Population Control."	8
6)	AID, "Population and Health."	20
7)	PMAC, "How China Looks at Family Planning?"	1
8)	PMAC, "The Largest Nation on Earth."	3
9)	AFSC, Who Really Starves? Women and World Hunger, "Population Planning and Women."	6
		63 pp.

Questions:

a) How serious is the problem of population growth?
b) What are the causes of population growth?
c) Does population growth cause hunger? if so, in what ways? If not, what does cause hunger?
d) How can population growth be curbed successfully in Third World countries? In industrialized countries?
e) Is population growth the major cause of scarcity of food and resources; of environmental deterioration?

Report 3: Hunger, Scarcity, and Nature

1) FOOD FIRST, Part II, "The Scarcity Scare."	62 pp.
2) FOOD FIRST, Part IV, "Blaming Nature."	15
	77 pp.

Questions: same as for Report 2, plus:

f) To what degree was the widespread hunger and starvation in 1972-1974 attributable to bad weather? To what degree to human factors? Which human factors?
g) What kinds of people are hungry even in years with good harvests?

Report 4: Food Production and Structures of Trade

1) FOOD FIRST, Part III, "Colonial Inheritance."	16 pp.
2) FOOD FIRST, Part VI, "The Trade Trap."	29
	45 pp.

Questions:

a) What are some of the historical roots of world hunger?
b) What are some of the structural causes of world hunger? Does the present political and economic order perpetuate hunger?
c) Should Third World countries make use of their natural advantage in tropical crops through trade?
d) Does export income help the hungry? If not, why does such trade continue?
e) Should we stop eating tropical food products? If not, what should we do?

Slide Show: Sharing Global Resources: Toward a New Economic Order

The American Friends Service Committee has developed this excellent 35-minute slide show (with narrative) on the U.S.' relationship to the Third World, which is available for rental at $10 from regional AFSC offices (see Appendix H for addresses).

Group Activity: Values Clarification Exercise

The feeding of hungry people is a human decision. There is plenty of food, know-how, and capacity in the world for all people to be fed. Recent studies by the U.N. and other organizations have concluded that the "hungry countries" are capable of feeding all their people (as demonstrated by China) if they decide to do so and are allowed to do so. In this exercise, the group splits into small groups of four or five. Five minutes of silent time is given for individuals to think of answers to the questions below, outlined on a blackboard or wall chart.

In each small group, each person takes three minutes to give her/his answers without interruption. A recorder lists ideas on the blackboard or wall chart. When everyone is finished, the small group discusses the answers for a specified time and notes any consensus. Everyone returns to the whole group and each small-group recorder reads the charts to the large group. People share their reactions and feelings. This exercise helps people define what aspects of life are important to them, and places common societal beliefs or practices in juxtaposition to the realities of hunger and poverty.

1) If at all possible, should the hungry be fed? Yes or no; with what qualifications, if any?
2) If you conclude it is important to decrease greatly U.S. consumption of cash crops from Third World countries (such as coffee, bananas, tea, cocoa, fish), as well as of meat, would you advocate that people be forced to reduce their eating of these foods so the hungry can feed themselves?

3) Which one of the food strategies on the "Strategies of Food Distribution" chart (see Appendix G) would you choose as reasonable and why? If you would prefer an additional strategy not on the chart, then devise a new column, putting your name on the "protagonist" line, and fill in as many of the lines on the chart on behalf of your strategy as you can.
4) If a country cannot feed its people under a "market economy" system because hungry people are poor and cannot afford to compete against the rich to buy food, and by adopting a non-market system the country could feed its people (as happened in China and Cuba), should the country change its economic system? What common arguments might some people give to your answer? What would be your response in support of your answer?

Week 10: The Role of the U.S. Government and Corporations

Report 1: U.S. Foreign Policy and the Third World

1) FOOD FIRST, Part VII, "The Myth of Food Power."	35 pp.
2) CAMBRIDGE, "Marketplace of Hunger."	5
3) CAMBRIDGE, "Food as a Weapon in Foreign Policy."	4
4) CAMBRIDGE, "U.S. Food Strategy and the Third World."	4
5) AID, "Food and Nutrition."	20
6) CAMBRIDGE, "The Great World Crisis I."	7
	75 pp.

Questions:

a) What is present U.S. food policy?
b) Why doesn't the U.S. Government just give food to starving people?
c) In what ways is U.S. food policy helpful to hungry people in the Third World?
d) In what ways is U.S. food policy harmful to hungry people in the Third World?
e) What changes should be made in U.S. food policy, if any?

Report 2: U.S. Corporations and Hunger

1)	FOOD FIRST, Part VIII, "World Hunger Is Big Business."	69 pp.
2)	FFP, Barnet & Muller, "How Global Corporations Compound World Hunger" pp. 248-252.	5
3)	PROGRESSIVE, Balz, "Exporting Food Monopolies."	2
4)	AID, "AID and Agribusiness."	7
		83 pp.

Report 3: American Business Know-How to the Rescue: Case Studies

1)	HFP, ch. 1, "Overview."	5 pp.
2)	HFP, ch. 5, "Sugar Republic."	19
3)	HFP, ch. 6, "One Man's Meat."	7
4)	HFP, ch. 7, "The Protein Business."	11
5)	HFP, ch. 8, "I'd Like to Buy the World a Coke."	15
6)	HFP, ch. 9, "Formula for Malnutrition."	18
7)	CAMBRIDGE, "Kicking the Bottle."	4
		79 pp.

Report 4: The Role of the International Monetary Agencies

1)	UDRS, "Perspectives on the IMF."	2 pp.
2)	WORLD BANK, "The IMF: What It Is and What It Does."	5
3)	WORLD BANK, "World Bank Policies and Operations," pp. 42-58 (pp. 8-21 optional).	16
4)	AFSC, "The World Bank: Whose Bank?"	2
5)	TROJAN HORSE, "Building the World Bank," pp. 35-60.	25
6)	TROJAN HORSE, "The IMF and the Third World," pp. 61-72	12
7)	PMAC, "How the U.S. Protects the Rockefeller Interests."	4
		66 pp.

Questions:

a) What is the World Bank? What does it do? What is its purpose? Why was it originally formed? Who created it?
b) Who controls the World Bank?
c) Who does and who does not benefit from the World Bank?
d) What is the International Monetary Fund? Who controls it? Why is it so powerful?
e) Who benefits from the IMF?
f) Does it help or harm the Third World people?

Group Activity: "Rome II" Role Play - I

"Rome II" is an extended role play of a second Rome Food Conference called by the United Nations in 1982 as a result of a world famine five times worse than that of the early 1970's. Famine riots and rebellions are daily occurances throughout the Third World. The United Nations has called a summit meeting in Rome of representatives from four key groups: the U.S. Government, Third World governments, United States private humanitarian food and hunger groups, and a newly formed Third World Peasants Union. A moderator has been summoned from Sweden. The goal of the conference is to make specific recommendations for ending world hunger with which all four groups can agree.

The exercise is explained with all necessary instructions in the booklet, "Rome II," available from the New Society Press (see Appendix D). Only one or two copies of this booklet need be ordered, and the special instructions for each of the four groups should be photo-copied to provide players with their own copies of instructions for the specific roles they are playing. The players should not read the booklet before they play the game because they should not know the instructions for the roles they are not playing. The facilitators of this exercise should read the entire "Rome II" booklet ahead of time; one should play the Moderator in the role play; and the second facilitator, if there is one, can play a roving observer, answering questions from the players and keeping time.

"Rome II" requires a minimum of about four hours to play, longer than any one regular session of the seminar. There are several ways your seminar can accommodate it:

1) A Special Long Meeting. "Rome II" works best if played in a single 4 or 5 hour time period. Your group might schedule a special longer meeting, perhaps in the evening or on a weekend retreat day. You can drop one of your regular meetings and combine into one week the reports for Weeks 10 and 11.

2) Extend One of Your Regular Sessions. You can extend one of your regular meetings into a 4-5 hour meeting. This will also require that the reports scheduled for Weeks 10 and 11 be combined into one week and that the role-play be held in the other week.

3) "Rome II" in Two Parts. The first part can be played in Week 10 (after the reports and discussion time). The game is introduced, roles are chosen, instruction sheets are given to all players, the groups hold their planning meetings, and the first round of negotiations occurs. This requires a minimum of 90 minutes. The second part then would be played in Week 11 (before or after the reports and discussion time). The game resumes with small groups holding their second planning meetings and ends with the "debriefing" of the game. This requires a minimum of two hours. Time can be saved if the small groups hold their second planning meetings between the regular meeting times of Weeks 10 and 11. During these two weeks, the reports and discussions, as well as other agenda items, should be kept as brief as possible to allow for maximum role play time. It is helpful to add 30-60 minutes to these two weeks.

Week 11: World Hunger: The Search for Solutions

Report 1: World Hunger: A Range of Proposed Solutions

1) FOOD: WNPCM, "World Hunger," pp. 174-183 (focus especially on the section "Talking About Solutions," pp. 180-182.	9 pp.
2) Appendix G, Paradise, "Strategies for the Time When There Is Not Enough" (note that Paradise's strategies all fall within the first two categories in reading #1 above).	4
3) CAMBRIDGE, "Economics of Hunger."	3
4) PMAC, "How We Cause World Hunger."	7
	23 pp.

Questions:

a) What is the range of "solutions" to hunger? What assumptions about the causes of hunger, about the people and resources of the "poor" countries, and about ethics and values are made in each type of solution?
b) What solution makes most sense to you? Why?
c) Which ones make least sense to you? Why?

Report 2: Foreign Aid

1) FOOD FIRST, Part IX, "The Helping Handout: Aid for Whom?"	48 pp.

2) FFP, "Food for Peace - or Politics?" pp. 273-278. 5
3) MTNS, "Foreign Aid," pp. 73-81. 8
4) The World Food Situation and Prospects to 1985, ch. 7, "Food Aid." 5
5) CAMBRIDGE, "P.L. 480: Aid for Arms and Agribusiness." 4
70 pp.

Questions:

a) What is the background of U.S. foreign aid? Who devised it and why?
b) What are its purposes?
c) Who benefits from it at home and abroad?
d) What are the goals of Food for Peace (P.L. 480)?
e) Who benefits from it?
f) How much has it helped or hindered the elimination of world hunger and poverty?

Group Activity: "Rome II" Role Play - II
(see Week 10)

Week 12: More Proposed Solutions to World Hunger

Report 1: The Green Revolution

1) FOOD FIRST, Part V, "Modernizing Hunger." 68 pp.
2) RAD AG, ch. 8, "The Green Revolution: American Agriculture in the Third World." 13
3) The World Food Situation and Prospects to 1985, "The Green Revolution," pp. 66-71. 6
87 pp.

Questions:

a) What is the Green Revolution? Why is it called that? Why do you suppose Norman Borlang won the Nobel Prize for Peace, not Biology?
b) What are the advantages and disadvantages of the Green Revolution?
c) Has it stopped or reduced hunger in poor countries? Explain.
d) Who has benefited from the Green Revolution?

Report 2: Economic Growth: Savior or False Promise?

1) AID, "AID and Agribusiness." 1 pp.
2) PMAC, "The Politics of Zero Growth." 1

3) PMAC, Mobil Oil Co., "Stagnation Is the Worst Form of Pollution." 1
4) Appendix G, Time Magazine, "The Worst Is Yet to Be?" 1
5) MTNS, "Limits to Economic Growth" and "Modern Technology," pp. 40-42. 3
6) PMAC, "De-developing the United States Through Non-Violence," (first two pages.) 2

9 pp.

Questions:

a) What does the term "economic growth" mean?
b) Who benefits from economic growth? Who doesn't benefit? Does it vary from country to country? What might cause it to vary?
c) Should the poor countries follow the path of economic growth of the "developed" countries such as the United States and in Europe? How? Is it possible? Why or why not?
d) Is there a relationship between economic growth in poor countries and poverty and hunger?

Report 3: International Grain Reserves

1) Interreligious Taskforce on U.S. Food Policy, "Grain Reserves," 11 pp.
2) Research, using current periodicals and by calling the Interreligious Taskforce on U.S. Food Policy in Washington, (800) 424-7292, the current standing of proposals for internationally-coordinated grain reserves.

Questions:

a) What are the advantages and disadvantages of an international grain reserve?
b) What would you expect to be the reaction to an internationally-held grain reserve by the following groups in the U.S.: grain farmers; consumers; grain dealers; the government; the military? What would be the reaction of the same groups in a Third World country?

Report 4: A New International Order

1) AFSC, "The Haves and Have Nots." 11 pp.
2) Creative Simplicity, "The New Economic Order." 7
3) Creative Simplicity, "The NIEO." 4

22 pp.

Questions:

a) What is meant by a New International Economic Order (NIEO)?
b) What is its importance? What are some of its problems and limitations?
c) Who would benefit from it? Who would lose out?
d) What are its chances of being achieved?

Report 5: Food First

1) MTNS, "Independence: A Prerequisite for Third World Full Development," pp. 91-97. 7 pp.
2) FOOD FIRST, Part X, "Food First." 30
37 pp.

Questions:

a) What effects would Third World food self-reliance have on the U.S.? On Third World countries?
b) How can a country achieve food self-reliance? What role can we play?
c) Does local food self-reliance make any sense in the U.S.?

Group Activity: "Causes of World Hunger and Solutions" Web Chart

The seminar divides into two groups of no more than six people (if there are more than twelve people, divide into three groups, with two groups focusing on the same subject). One group should use "world hunger" as the central issue for a web chart, and focus on causes of world hunger. The second group should focus on the conditions necessary for "no world hunger." (see section II-C, 2-4 for an explanation of how to create web charts.) Each of the groups then presents its web chart to the whole group, and a discussion of the issues and their relationships follows.

Week 13: The End of World Hunger: Visions, Strategies, and Actions

Report 1: World Hunger Relief Organizations

Descriptive materials from
1) CROP
2) OXFAM-America

3) Save the Children Federation
4) RAINS
5) UNICEF
6) Any other organizations in the appendix of FFP

Questions:

a) What are the programs, purposes, and goals of U.S. humanitarian anti-hunger organizations?
b) How effective are they at staving off hunger in the short run?
c) Are they reducing hunger in the long run?
d) Can they be made more effective? How?

Report 2: Philanthropic Help and Its Limitations

1) MTNS, "Limits of Philanthropic Help," p. 97. 1 pp.
2) FOOD FIRST, Part IX, ch. 43, "Can Voluntary Agencies Play a Constructive Role?" 6
3) Overseas Development Council, "U.S. Voluntary Aid to the Third World: What Is Its Future?" skim. 68

75 pp.

Questions: same as for Report 1.

Report 3: People's Action Groups

Descriptive Materials from:
1) The Interreligious Taskforce on U.S. Food Policy
2) Bread for the World
3) The Action Center
4) New Directions
5) World Hunger Year

Questions:

a) What is being done by people's action groups regarding world hunger?
b) How effective are they?
c) Could they be made more effective? How?
d) Are there other ways for people to work toward the eradication of world hunger?

Report 4: China

1) FFP, "They Recycle Everything in China," pp. 270-273. 4 pp.

2) CAMBRIDGE, "People's Agriculture in China." 4
3) AFSC, "Experiment Without Precedent," pp. 7-22 (skim rest). 26
34 pp.

Speaker and Slides on China

Almost every city or region has someone who has gone to China and who is prepared to give a slide show or public presentation of the trip. Check with the political science, history, agriculture, or economics department of the college nearest you, with area churches, or with the nearest chapter of the U.S.-China People's Friendship Association. Ask the speaker to focus on China's agriculture and food distribution systems, if possible. If you cannot find a visitor to China, perhaps someone else is available who has extensive and reliable information regarding China.

PART FOUR: WHERE DO WE GO FROM HERE?

Week 14: Project Reports, Strategies

Reports: Individual or Group Projects (See Appendix F)

Plan Next Steps as a Group or as Individuals

Week 15: Strategies, Evaluation

Evaluate Entire Seminar

IV. APPENDICES

Appendix A: Principles Underlying Macro-Analysis

Much about macro-analysis has already been explained in the body of this manual. We think it important, however, to explain in greater detail some of the basic underlying principles of macro-analysis in the areas of group processes, topics studied, readings, and social action.

1. Group Processes.

1.1 Participatory democracy is vital to all activities of the seminar group. It is maintained primarily through procedures which encourage (a) equal participation in the seminar and (b) equal sharing within the group of the power and information necessary for decision-making. These, in turn, are aided by: everyone's ownership of, and familiarity with, this manual as well as the manual Organizing Macro-Analysis Seminars; regular rotation of leadership roles, an agenda which is in view of everyone, reviewed at each meeting, and open to changes suggested by any participant; a report format which gives each person the ability and

opportunity to contribute information; and other agenda items which provide for uninterrupted participation by every seminar member.

1.2 It is important for participants to come to appreciate and trust one another beyond the usual role of co-learners. If group members get to know each other better, the seminar will be a more enjoyable experience; the group will mean more to each participant; more effective learning will occur (because people will feel trustful enough of the group to share tentative ideas); participants will be more likely to develop social action plans that are meaningful and implementable; and the quality of meetings will improve (since everyone will care more about giving good reports, being an alert facilitator, etc.). Procedures which encourage this deepening of trust during the seminar include values clarification exercises, structured sharing in the introductory sessions, "excitement sharing," and group potluck meals.

1.3 Personal involvement and growth is a vital part of the seminar. "Excitement sharing," co-learning, "brainstorming" of wishes and expectations, agenda review, evaluation, and many of the special group exercises are channels for personal involvement and growth. The process of taking control of this particular learning experience can be duplicated in other living situations, resulting in a feeling of "empowerment" instead of helplessness or apathy. This

personal empowerment gives us the freedom to work effectively for a society in which everyone is in control of their own lives. (See Appendix D in Organizing Macro-Analysis Seminars for an excellent discussion of empowerment.)

1.4 All of us can develop learning/teaching experiences which can help us grow in our respect for our own abilities to analyze and tackle problems instead of concluding that only "experts" know enough to find solutions. This principle breaks down into two more specific ones:

1.4.1 Each group knows best what its own unique needs are and can determine best how to meet them. For this reason, content and process alternatives are presented throughout this manual and Organizing Macro-Analysis Seminars.

1.4.2 Each group should be aware of and do those things which can help build a solid, authentic sense of achievement, and which can help the group recognize and appreciate what it is achieving. Other groups have found the following to be important: adhering to set time limits so that sessions will end on time with topics finished as expected; being sensitive to when too much time is being spent on open-ended discussion or to when the group is going off on a tangent; and devoting enough time to relating information to possible group or individual actions for social change, thereby counter-balancing the depressing nature of much of the information.

1.5 Doing enjoyable, energizing things to keep group morale and energy at a high level is very important. Precisely because macro-analysis seminars have a very serious purpose, we need energy from many sources. One is the attainment and appreciation of the solid achievement described above; another is the combination of "excitement sharing," singing, stretches, and active games which can be inserted at low-energy points in a seminar session. These techniques raise our energy level for more creative work, release tension, and help us to start implementing a vision of a society in which people enjoy each other through work and play.

1.6 Regular, effective evaluations are crucial. This principle is placed at the end of this section because it encompasses in some ways all the previous group process principles. An evaluation that is both frank and honest, and at the same time sensitive and supportive of seminar participants, is a crucial mechanism for sharing everyone's assessment of how well things are going in all the previous areas, and for using the group's collective wisdom in molding the seminar structure to the group's particular needs.

2. Topics Studied.

2.1 Topics studied should be arranged to stress their interrelatedness. When topics are studied in a logical sequence, participants are more apt to see the variety of

forces which influence a particular issue, and develop a sense of "things falling into place."

2.2 Topics studied should be oriented toward action. Action for social change is of course the major purpose of macro-analysis seminars. New topics which a group is considering investigating should be judged by whether their study will strengthen efforts for social change.

3. Readings.

3.1 Readings should show the variety of factors which influence a problem or its solution. By looking at "The Big Picture" surrounding a problem, we are better able to find real solutions and better able to see the relationships between it and other problems.

3.2 Readings should go to the roots of the problem addressed. The readings should question what is necessary actually to solve a problem instead of considering only short-term reform measures or being too concerned with the vested interests which might be threatened. Consequently, many readings included in this seminar advocate fundamental social change in our political and economic systems.

4. Social Action.

4.1 A small group of people, such as the participants in a macro-analysis seminar, can undertake a variety of meaningful, successful actions toward the solution of some of

the problems encountered.

4.2 The success of a seminar should be evaluated primarily on the basis of its influence on our personal lives and on our activities for social change. Activities can involve the whole group or a smaller sub-group, and can take the form of an action project (such as starting a food co-op which buys directly from small farmers, or educating people about food companies which have particularly poor records of relations with other countries), a research project (such as documenting the land grant college system's link to agribusiness), personal lifestyle changes, the introduction of new ideas to other social change groups, or the organization of new courses or seminars on domestic and world food/hunger issues.

4.3 We are all victims of and contributors to the problems we are studying. This point should be kept in mind as we consider how to tackle problems and work toward solutions. None of us are altruistic social reformers working on someone else's problems. In almost all cases, study and reflection indicate that the problems involve us personally and are not mere abstractions. The better we understand this fact, the more we will be able to effect meaningful social change and thereby improve the quality of our own and other people's lives.

Appendix B: How to Organize a Seminar

1. As A College Course.

Introducing macro-analysis or other non-traditional teaching methods into universities is itself an action for social change. A course which functions on principles of egalitarianism, group decision-making, and dynamic participation provides a model to compare with more traditional educational methods. We are also challenging the system of higher education to impact the future, not simply react to it, and to search for solutions rather than passively document events.

If you are a student, faculty member, campus minister, or administrator trying to introduce the seminar into your curriculum, you know best what specific channels must be worked through and what procedures are required. The following suggestions, however, may be helpful.

The first step is to gauge the interest in food issues on campus. Is there a food action group? A professor teaching a related course? A campus minister involved in social change? A faculty member's request for a new course is weakened without demonstrable student interest, and a

student group will have an easier time if faculty are involved. If student interest seems low, announce a meeting for those interested in food, hunger, and social change. If the meeting is well advertised and emphasizes action, response probably will be good (it may surprise you). Starting a course can be a beginning project for the group.

A crucial next step is to become familiar with this manual and with Organizing Macro-Analysis Seminars so that you can explain what the macro-analysis process is all about. Brochures about this seminar and about the macro-analysis movement are available from The Action Center and the Philadelphia Macro-Analysis Collective (see Appendix H for addresses).

Often one of the biggest problems in starting a course is finding a professor to teach it (in macro-analysis terms, convene and co-facilitate it), or at least to help in negotiations with the administration. If you are a group of students seeking a professor, find one who will support the non-authoritarian, action orientation of the seminar. If you cannot interest a faculty member, then try to run the course yourselves.

In either case, you will need to begin negotiations with the administration for an accredited course at least as early as the academic year preceding your target year, and it may take longer.

2. As An Extra-Curricular Study Program.

If you are a student trying to begin a seminar outside the curriculum, a community activist, or a church member, pages 30-32 of Organizing Macro-Analysis Seminars give helpful suggestions.

3. Practical Details.

3.1 Financing the Cost of Materials. The simplest way of financing the cost of the seminar is to divide it equally among the participants. Other possibilities include: borrowing books from personal and public libraries; ordering books and articles through a university library; obtaining funds from a university, department, student activities fund, or sponsoring organization; or holding a fundraising event (bake sale, book sale, etc.). (See Appendix D-3 for cost of materials.)

3.2 Preparation for the First Meeting. Get the readings and the materials necessary for the seminar, keeping in mind that some orders can take up to six weeks to arrive (see Appendix D, "How to Order and Organize Materials"). Arrange a time, date, and place for the first meeting. It helps the sessions to go well if you can meet where participants feel relaxed and where facilities are available for refreshments during the break. If possible, have someone present at least at the first meeting who is familiar with the macro-analysis process. If no such person is available, read through this

manual carefully, particularly Section II, "How the Seminar Works."

3.3 Establishing Common Expectations. The commitments involved in participating in a seminar should be clear to everyone in advance: regular attendance at all sessions (irregular attendance can be an even more serious problem for group morale than dropping out); two to three hours of reading and preparation for each meeting; and the sharing of leadership responsibilities. It is particularly important that everyone attend the first several meetings, since latecomers will find it difficult to become properly integrated into the group.

3.4 Encouragement. Organizing a seminar takes time, planning, and persistence. You undoubtedly will run into snags and frustrations, but experience indicates that it is worth the effort. The Action Center, the Philadelphia Macro-Analysis Collective, and the authors can be called on for help.

Appendix C: Adjusting Seminar Length

Fifteen weeks may be longer than your school semester (or the time otherwise available to you). There are several ways to shorten the seminar to 12 weeks.

1. Meet Twice a Week for Three Weeks. A simple approach is to hold two sessions per week for three different weeks. Weeks 1 and 2 lend themselves to this, as do Weeks 14 and 15. Week 8 has very little reading and its group activities build on those of Week 7, so these two sessions can fit into one week as well.

2. Combine Sessions. Some sessions can be combined into one meeting. Weeks 1 and 2, 7 and 8, and 14 and 15 can be combined as follows:

2.1 Combined Agenda of Weeks 1 and 2.

Welcome Statement	5	minutes
Excitement Sharing	10	
Agenda Review	5	
Personal Introductions	30	
Share Wishes and Expectations for Seminar	20	
Break	10	

Explanation of Seminar	60
Description and Distribution of Reports for Week 3	10
Planning of Field Visits	20
Announcements; Selection of Assistant Facilitator for Next Session	5
Evaluation	5
	180 minutes

(The film, Hunger in America, may be viewed in place of the group exercise in Week 3 with some time adjustment in agenda or in place of the United Farm Workers presentation in Week 4.)

2.2 Combined Agenda of Weeks 7 and 8.

Reports from Weeks 7 and 8, with shortened time limits.

Group Exercise: Developing Our Own Action Campaigns, with shortened time limits so that each group can give a five-minute report on its campaign.

2.3 Combined Agenda of Weeks 14 and 15.

Reports on Projects.

Where Do We Go From Here?

Evaluation of Entire Seminar.

3. Last Meetings During Finals Weeks. If your school has set aside weeks without classes for final exams, the last one or two meetings of the seminar can be held at that time. Because of exam pressures, however, people may have trouble attending these classes. If you feel this will be a problem, we suggest you agree as a group that the individual project reports be viewed as a "final," vital to completion of the course.

Appendix D: How to Order and Organize Materials

1. Articles and Books. All the literature used in the seminar is included in the following pages along with prices and the addresses of publishers. The seminar Convener should order all the materials at least five to six weeks before the seminar begins to allow enough time for the materials to arrive by mail.

1.1 Ordering Books. All of the books used in the seminar are listed below. Left-column numbers refer to the reports in which the books are used (for example, "6-1" means that the book is used in Week 6, Report 1). Some of the books can be found on the shelves of exceptionally good bookstores. Rather than searching through many stores, however, we suggest that all the commercial books be ordered through one bookstore. We suggest that you order non-commercial books directly from the non-commercial publishers, who then will not have to pay the large commission usually charged by bookstores (approximately 40%).

Commercial Books

Report Numbers		
6-1,6-2,6-5,6-6	Hightower, Jim, EAT YOUR HEART OUT. New York: Vintage Books, 1976.	$1.95
3-1,3-2	Jacobsen, Michael, NUTRITION SCOREBOARD. New York: Avon Books, 1975.	1.75
3-3	Lappe, Frances Moore, DIET FOR A SMALL PLANET. New York: Ballantine Books, Revised Edition, 1975.	1.95
3-2,3-3,3-4,3-5, 4-1,4-2,4-3,4-4, 6-3,6-4,6-5,6-6, 7-2,7-3,9-1, 10-2,11-2,13-4	Lerza, Catherine, and Michael Jacobsen, Eds., FOOD FOR PEOPLE, NOT FOR PROFIT. New York: Ballantine Books, 1976.	1.95
4-3,6-1,6-4,7-2, 7-3,12-1,common reading	Merrill, Richard, RADICAL AGRICULTURE. New York: Harper Colophon Books, 1976. Since this book is used as a common reading, as well as for reports, we suggest that the seminar group purchase two copies, in addition to any that individuals may buy for themselves.	6.95 6.95

Non-Commercial Books

3-5,4-4,7-2,7-3, 7-4,7-5	Center for Science in the Public Interest, FROM THE GROUND UP: BUILDING A GRASS ROOTS FOOD POLICY. Washington, D.C.: Center for Science in the Public Interest, 1976. Order from: CSPI, 1775 S Street, N.W., Washington, D.C. 20009.	2.50
4-2,7-1,8-1,9-2, 11-3,12-2,12-5, 13-2, common reading	Gowan, Susanne, George Lakey, William Moyer, and Richard Taylor, MOVING TOWARD A NEW SOCIETY. Philadelphia: New Society Press, 1976. Since this is a common reading, the seminar should buy at least one additional copy. Order from: New Society Press, 4722 Baltimore Avenue, Philadelphia, Pennsylvania 19143.	3.50 3.50

3-1,3-2,3-4, 3-5,6-3,6-4, 9-1,11-1	Katz, Deborah, and Mary Goodwin, FOOD: WHERE NUTRITION, POLITICS, AND CULTURE MEET. Washington, D.C.: Center for Science in the Public Interest, 1976. Order from: CSPI, address above.	3.50
9-3,9-4,10-1, 10-2,11-2,12-1, 12-5,13-2	Lappe, Frances Moore, and Joseph Collins, FOOD FIRST. Houghton Mifflin 1977. Order from: Institute for Food and Development Policy, 2588 Mission Street, San Francisco, California 94110.	7.95
10-3	Ledogar, Robert, HUNGRY FOR PROFITS. New York: IDOC/North America, 1975. Order from: IDOC/North America, 235 East 49th Street, New York, New York 10017.	4.95
10-4	Weissman, Steve, THE TROJAN HORSE. New York: Monthly Review Press, 1975. Order from: Monthly Review Press, 62 West 14th Street, New York, New York 10011.	3.95
	Total cost of books	$51.35

1.2 Ordering Articles. Articles, booklets, and pamphlets used in the seminar can be ordered from the sources listed below. Left-column numbers refer to the reports in which these materials are used (for example, "13-3" means that the mentioned materials are used in Week 13, Report 3).

Articles, Booklets, and Pamphlets

Report Numbers

The Action Center
Suite 302
1028 Connecticut Avenue, N.W.
Washington, D.C. 20036

13-3	Descriptive materials of program	free

Agency for International Development (AID)
Office of Public Affairs
Washington, D.C. 20523

9-2	"Population and Health"	free
10-1	"Food and Nutrition"	free
10-2,12-2,	"AID and Agribusiness," reprinted from War on Hunger, September 1976	free

American Friends Service Committee (AFSC)
Peace Education Program Resources
1501 Cherry Street
Philadelphia, PA 19102

9-1,9-2	Leghorn and Roodkowsky, Who Really Starves? Women and World Hunger	$1.25
10-4	NARMIC, "The World Bank: Whose Bank?"	.10
12-4	Barroclough, "The Haves and Have Nots"	.25
13-4	AFSC, "Experiment Without Precedent"	.50
		$2.10

American Heart Association
7320 Greenville Avenue
Dallas, TX 75231

3-3	"The Way to a Man's Heart"	free

Beef Industry Council
National Livestock and Meat Board
36 South Wabash Avenue
Chicago, IL 60603

3-3	"Beef's Role in Feeding a Hungry World"	free
3-3	"A Dozen Ways to Stretch Your Beef Dollar"	free

Bread for the World
207 East 16th Street
New York, NY 10003

13-3	Descriptive materials of program	free

Cambridge Committee for Self-Education
11 Garden Street
Cambridge, MA 02138

	World Food Crisis: A Self-Education Package	$2.00
3-4	"Don't Be Deceived -- If You're Still Alive" and "The Decline and Fill of the American Hot Dog"	
4-3	"The Grapes of Wrath"	
6-3	"Agribusiness and the Food Crisis"	
6-4	"What Is the Power Center of Agribusiness?"	
6-4	"Energy Use in the U.S. Food System"	
6-4	"Factory Farming Is Not Efficient" and "How Efficient Is Mechanized Agriculture?"	
7-2	"A Decentralist Approach to the World Food Crisis"	
7-2	"Neighborhood Food Systems" and "People's Agriculture in China"	
7-3	"New Food System in Vermont"	
9-2	"Population Growth and Social Development" and "On the Population Bomb"	
10-1	"Marketplace of Hunger"	
10-1	"Food as a Weapon in Foreign Policy"	
10-1	"U.S. Food Strategy and the Third World"	
10-1	"The Great World Crisis I"	
10-3	"Kicking the Habit"	
11-1	"Economics of Hunger"	
11-2	"P.L. 480: Aid for Arms and Agribusiness"	
13-4	"People's Agriculture in China"	

CROP
Box 968
Elkhart, IN 46514

13-1	Descriptive materials of program	free

Interreligious Taskforce on U.S. Food Policy
110 Maryland Avenue, N.E.
Washington, D.C. 20002

12-3	Hunger, "Grain Reserves," March 1977	$ .15
13-3	Descriptive materials of program	free

National Sharecroppers Fund
2128 Commonwealth Avenue
Charlotte, NC 28205

4-3	"The Conditions of Farmworkers and Small Farmers"	free

New Directions
2021 L Street, N.W.
Washington, D.C. 20036

13-3	Descriptive materials of program	free

New Society Press (NSP)
4722 Baltimore Avenue
Philadelphia, PA 19143

7-5	Moyer, "How to Organize Nonviolent Actions: A Mini-Manual"	$1.25
Wks. 10 + 11	"Rome II"	1.25
	Note: Also order book Moving Toward a New Society from New Society Press — Postage	.25
		$2.75

Overseas Development Council
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

9-2	Brown, "Population Strategy for a Finite Planet"	$ .10
13-2	Sommer, "U.S. Voluntary Aid to the Third World: What Is Its Future?"	1.50
		$1.60

Oxfam-America
302 Columbus Avenue
Boston, MA 02116

13-1	Descriptive materials of program	free

Philadelphia Macro-Analysis Collective (PMAC)
4722 Baltimore Avenue
Philadelphia, PA 19143

5-1,7-4, common reading	Moyer, "A Strategy for Ending Domestic Hunger," two copies @ 25¢	$ .50
9-2	Mamdani, "The Myth of Population Control"	.15

9-2	Han Suyin, "How China Looks at Family Planning"	.05
9-2	Pi-Chao, "The Largest Nation on Earth"	.15
10-4	"How the U.S. Protects the Rockefeller Interests"	.20
11-1 common reading	Haines and Moyer, "How We Cause World Hunger," two copies @ 25¢	.50
12-2	Brzezinski, "The Politics of Zero Growth"	.05
12-2	Mobil Oil Company, "Stagnation is the World Form of Polution"	.05
12-2	Moyer, "De-Developing the United States Through Non-Violence	.25
	"Organizing Macro-Analysis Seminars: A Manual," two copies @ $1.00	2.00
	two updated reading lists @ 25¢	.50
	postage	1.00
		$5.40

Progressive
408 West Gerham Street
Madison, WI 53703

6-3,10-2	"The Food Monopolies" and "Exporting Food Monopolies"	$.50

RAINS (Relief for Africans in Need in the Sahel)
Room 572
475 Riverside Drive
New York, NY 10027

13-1	Descriptive materials of program	free

Save the Children Foundation
Westport Avenue
Norwalk, CN 06856

13-1	Descriptive materials of program	free

Shakertown Pledge Group/Simple Living Network
West 44th Street & York Avenue South
Minneapolis, MN 55410

12-4	Creative Simplicity, "The NIEO" (and beyond), January 1977	$.50

	Up-Date Reprint Service (UDRS) P.O. Box 158 Swarthmore, PA 19081	
10-4	"Perspectives on the IMF"	$.50
	UNICEF 331 East 38th Street New York, NY 10016	
13-1	Descriptive materials of program	free
	U.S. Department of Agriculture (USDA) Office of Publications Washington, D.C. 20523	
3-3,9-1,9-2, 11-2,12-1	Economic Research Service, The World Food Situation and Prospects to 1985, two copies	free
9-1	"Is the World Starving?"	free
	The World Bank 1818 H Street, N.W. Washington, D.C. 20433	
10-4	"The IMF: What It Is and What It Does"	free
10-4	"World Bank Policies and Operations"	free
	World Hunger Year P.O. Box 1975 Garden City, Long Island, NY 11530	
13-3	Descriptive materials of program	free
	Total Cost of Articles, Booklets, and Pamphlets	$51.50

1.3 Organization and Distribution of Readings.

With dozens of pieces of reading materials, and with many books used in more than one report within a week, it is important to have a good system of organization which minimizes loss and makes the lending and retrieval of the reports as easy as

possible. The following are suggested elements of a good system:

- keep a record of all reading materials ordered and received, their cost and your payments;
- buy as many manila file-folders as there are reports (54), designate one for each report, and write the report's week, number, and title on the tab;
- as reading materials are received, write the week and report number on each piece, and file it in its proper folder;
- for books used in the reports (not extra copies of Common Readings), tear the books into sections according to the readings for which they are used (making photocopies of any back-to-back pages which are used in two different reports), and file them into the proper report folders;*
- store all the file-folders in large boxes so they can be readily transported (if you have two or three sets of material because of the size of the seminar group, each set should be stored separately, and each piece should be marked according to its set number);
- take several weeks of advance readings to each meeting so that seminar participants can volunteer for and borrow readings ahead of time; and
- keep records of all materials which are borrowed and returned.

* If you don't like the idea of tearing books apart, you might plan a system of sharing the books among the various reporters, but this is extremely difficult. Another option is to buy more copies of some books, which will obviously add to the cost of the seminar.

2. Materials for Group Activities. Extra materials and planning are required for the Group Activities in many of the seminar meetings. For example, advance arrangements need to be made for films, slides, speakers, and special written materials. Consequently, although the responsibilities for preparing for various activities should be shared among the seminar participants, the seminar organizers should read through all the Group Activities in the Week-to-Week Plans (Section III-E) to see what planning and preliminary work needs to be done. The following is a summary of the seminar's Group Activities:

Group Activities

Week 2:	Film, Hunger in America
Week 3:	Nutrition Exercise, "In Search of Solutions for Better Eating"
Week 4:	United Farm Workers Speaker and Film Alternative: Film, Harvest of Shame
Week 5:	Field Visit Reports (See Appendix E) Visions/Solutions Exercise
Week 6:	Problem/Solutions/Project Exercise
Weeks 7 & 8	"Developing Our Own Campaigns" Exercise
Week 9	Slide Show, Sharing Global Resources: Toward a New Economic Order Values Clarification Exercise
Weeks 10 & 11:	"Rome II" Role Play
Week 12:	"Causes of World Food Problems and Solutions" Web Charts
Week 13:	Speaker and Slide Show on China Reports on Materials from Food and Hunger Organizations

3. Quantities and Cost of Materials. The cost of the group materials needed for a seminar (reading materials distributed weekly for reports; films; slide-shows; etc.) will depend on the number of participants, whether an extra set of readings is desired for reference, and the local cost of film rental. A seminar of up to 8-10 participants probably will involve a cost of $75-$100, and a seminar of 10-16 participants a cost of approximately $150 (since at least two sets of report readings will be needed). This cost can be divided among the participants or another source of funding can be sought (see Appendix B for suggestions). In addition to the cost of group materials, each individual should purchase a copy of this manual, and is urged to purchase copies of all the Common Readings.*

* The Common Readings are:

Moving Toward a New Society (MTNS)	$3.50
Radical Agriculture (RAD AG)	6.95
"How to Organize Nonviolent Actions: A Mini-Manual"	1.25
"How We Cause World Hunger"	.25
"A Strategy for Ending Domestic Hunger"	.25
	$12.20

Also strongly recommended is:

Food First	7.95

Appendix E: Field Visits

Most of the reports in Week 5 are based on information gathered from field visits in the local community. Investigating hunger and poverty around us and evaluating the programs set up to deal with them serves several purposes:

- hungry Americans can emerge as living people to whom we can relate;
- the strengths and weaknesses of our society's answers to hunger and poverty become clearer; and
- the causal links between hunger at home and hunger abroad become easier to identify.

We suggest you visit both governmental programs (such as: food stamp office; a welfare agency; the Women, Infants and Children Program (WIC); a Congregate Meals (for the elderly) location; a day-care system; or Community Action Program) and private programs (such as church-based food give-away centers, soup kitchens, centers for displaced women, and privately-sponsored day-care centers).

The convener can make a list of suggested field visits and refer to it in the first meeting while going over the outline of the seminar. The visits then can be thoroughly

discussed in the second meeting, and participants can choose where they want to go. A maximum of four people per destination is suggested. Each group can arrange its own visit. If the reasons for the visit, its nature (tour of the site, just a talk in the office, etc.), and the size of the group are made clear, the agency representative probably will cooperate happily. If a visit does not work out, there is still time in the third and fourth weeks to select another destination.

During the visits, participants are encouraged to examine the programs and question the organization's representative(s) critically. Possible questions are:

- How many people does the program reach? How many eligible people are not reached? Why? What must be done to reach these people?
- How is the program funded? Does funding or the funding source limit the program? How?
- How long do people stay on the program, i.e., are they in a short-term emergency situation or is their situation one of chronic poverty and hunger?
- Are such government (or private) programs a final answer to hunger and poverty in the U.S.? If so, how? If not, what is? (This is a key question. Don't let the agency representative fudge.)
- The population of Midville is largely comprised of students. Is there a distinction made between aid to the permanent population and aid to the transient one? If so, why?
- We are trying to grasp the connection between the battle against domestic hunger and the battle against world hunger. Is it the same battle? Are the underlying problems similar? The same? What are they? How does work against domestic hunger contribute to the struggle to end global hunger?

We suggest that you focus on hunger and poverty in your local community, but there are other local food issues as well. Some other possible destinations are:

Food Co-ops
Supermarkets (pricing, display techniques; comparison of inner-city and suburban)
Cooperative Warehouse or Trucking Systems
Organic Farms
Collective Land Trusts
Subsistance Farms
Vegetarian and/or Collectively-Run Restaurants
Fast-Food Chain Stores (attitude of patrons; hiring practices; management and control of outlets)
Social Change Organizations or Food Action Groups (probably only in larger cities)

Whatever the destination, before the visits, each person should read the Common Reading, "A Strategy for Ending Domestic Hunger," and any other appropriate materials (e.g., agency publications, readings in Food for People, Not for Profit or From the Ground Up).

Appendix F: Action Projects

Action-oriented projects are a key part of the seminar. They may take several forms.

1. Individual Projects. Individuals may devise their own action projects, with the help of the action exercises throughout the seminar, particularly Weeks 7 and 8. A few examples are: writing and distributing a leaflet in supermarkets about the vertical integration of the food industry, or the proliferation and negative aspects of "convenience" foods; working with food service administrators for more nutritious foods on a cafeteria line; or devising and broadcasting a program on citizen involvement in world food issues on Public Service or university radio.

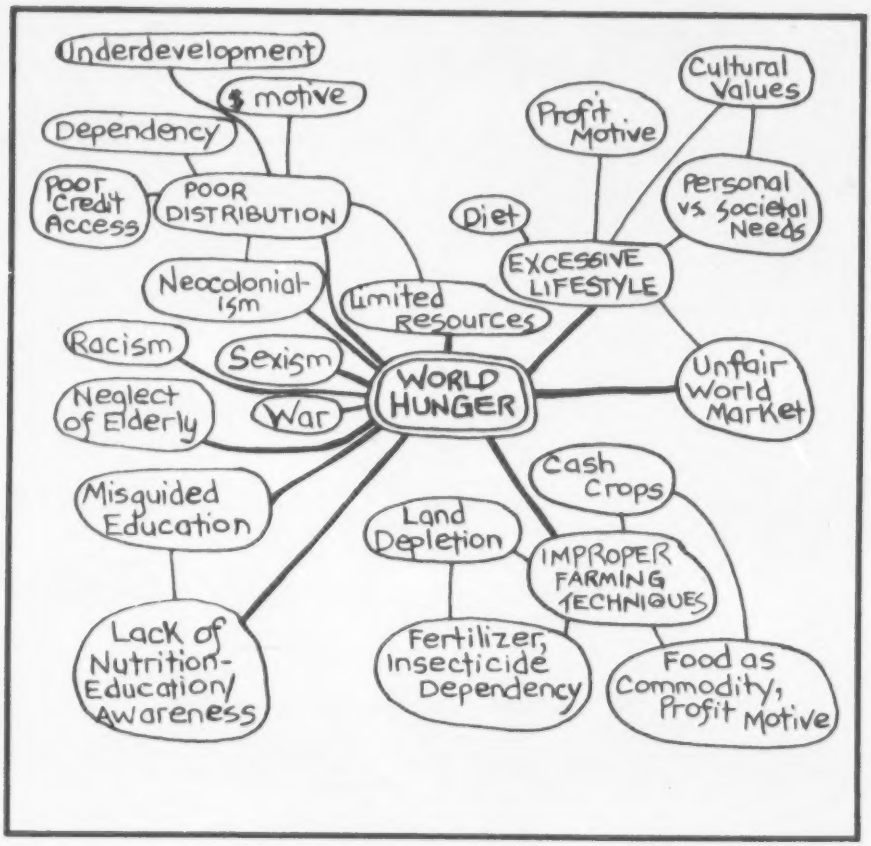
2. Long Papers. Instead of an action project, some individuals may want to do more research on a specific issue and to explore the range of actions relating to it. In writing an in-depth paper, the format of analysis, vision, and strategy used in the seminar should be followed, and an extensive bibliography included.

3. Small-Group Actions. Small groups of people having similar interests may want to plan and carry out an action project collectively. One such action is development of another seminar on a specific topic, such as multinational corporations or the U.S. food industry.

4. Full-Group Action. Particularly if people in the group have worked together before, a single issue or project may emerge as a common focus. The project could be long-term by design, and the group may continue to work on it after the seminar ends. An education/action workshop, or a series of outreach conferences are two ideas. (It is rare that everyone in a group will agree to do the same project. Don't try to force complete agreement. Those who agree on an activity can carry it out.)

What form these action projects take depends in part upon the setting and goals of the seminar. An accredited course convened by a faculty member may require a long paper or individual action projects with a written report, and perhaps one or two short papers focusing on particular topics. For an independent study group, or a newly-formed campus food action group holding a seminar as its first project, having a variety of group and individual action projects will give the group an idea of the spectrum of actions open to it, and help it to find direction. A functioning food action group might use the seminar to strengthen projects it already has begun, diversify its direction, or inspire several different projects focusing on a single event such as Food Day.

Appendix G: Reprints



A Sample Web Chart:
A method of visually showing "the big picture"
(see Section II-C-2.5)

STRATEGIES FOR DISTRIBUTION OF FOOD WHEN THERE IS NOT ENOUGH

POSITION	SOCIAL DARWINIST	POLITICAL PRAGMATIST	ETHICAL PRAGMATIST	RATIONAL HUMANITARIAN	GENEROUS HUMANITARIAN	MARKET
METAPHOR	Lifeboat	TRIAGE (First Aid Station)				
PROTAGONIST	Garrett Hardin	P.& W. Paddock	Dale Runge	Lester Brown?	Traditional Relief Agencies	Sec'y Earl Butz
WHO DECIDES	U.S. Gov't.	U.S. Gov't.	U.S. Gov't.	International Agency (U.N.?)	U.S. Gov't. and/or U.S. individuals	U.S. Gov't. and Food Traders
WHAT KIND OF AID	Food	Food	Food and "Development"	Food and "Development"	Food	Food
HOW MUCH SHARED	None	Surplus	Surplus	Surplus and food saved by diet change	Surplus and food saved by diet change	Surplus
WHO EATS	The Rich	The rich and those the U.S. judges can be saved	The rich and those in covenant with the U.S.	Those determined by international agency	Everyone who can be reached while food lasts	The Rich--those who can afford to pay
WHO STARVES	The Poor	Those the U.S. judges cannot be saved	Those poor not in covenant with U.S.	Those determined by international agency	Those poor at end of supply line	The Poor
LIKELIHOOD OF BEING TRIED	More likely	More likely	Past/present U.S. policy	Least likely	Lip service	Present U.S. policy
PROBABLE RESULTS IF TRIED	The poorest starve				Poor become more dependent on rich--whole system becomes more vulnerable	Rich eat, poor starve

You may want to add your own columns to the "Strategies for Distribution of Food When There Is Not Enough." Here is a sketch, by the seminar authors, of two such additional columns.

POSITION	SELF-HELP	STRUCTURAL CHANGE; SELF RELIANCE
METAPHOR		
PROTAGONIST	Social Work, Humanitarian Agencies	China, Cuba
WHO DECIDES	Governments & Humanitarian Agencies	Third World people & governments
WHAT KIND OF AID	Technical skills, Food	None. Poor provide own food
HOW MUCH SHARED	Surplus production	Everything within country; nothing from U.S.
WHO EATS	Those few reached	Everyone
WHO STARVES	Many not reached	No one
LIKELIHOOD OF BEING TRIED	Being tried now	Being tried in China, Cuba; requires systemic change worldwide
PROBABLE RESULTS IF TRIED	Masses of poor not reached; left hungry	Rich eat little meat, coffee, cocoa, tea, etc.; poor grow own food on own land

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provide fewer citizens more amenities.

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Appendix H: Names and Addresses of Key Organizations

THE ACTION CENTER (A Project of the Institute for World Order
1028 Connecticut Avenue, N.W.
Suite 302
Washington, D.C. 20036
(202) 466-3726

THE AMERICAN FRIENDS SERVICE COMMITTEE (AFSC)
National Office:
1501 Cherry Street
Philadelphia, PA 19102
(215) 241-7000

Regional Offices (many regional offices have local offices elsewhere):

317 East 25th Street
Baltimore, MD 21218

2161 Massachusetts Avenue
Cambridge, MA 02140

407 South Dearborn Street
Chicago, IL 60605

915 Salem Avenue
Dayton, OH 45406

4211 Grand Avenue
Des Moines, IA 50312

1818 South Main Street
(mailing address-P.O. Box 2234)
High Point, NC 27261

15 Rutherford Place
New York, NY 10003

980 North Fair Oaks Avenue
Pasadena, CA 91103

2160 Lake Street
San Francisco, CA 94121

814 N.E. 40th Street
Seattle, WA 98105

THE INSTITUTE FOR WORLD ORDER
1140 Avenue of the Americas
New York, NY 10036
(212) 575-0055

MOVEMENT FOR A NEW SOCIETY (MNS)
4722 Baltimore Avenue
Philadelphia, PA 19143
(215) 724-1964

PHILADELPHIA MACRO-ANALYSIS COLLECTIVE (PMAC)
use MNS address above

PUBLIC INTEREST RESEARCH GROUPS
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

THE UNITED FARM WORKERS
National Office:
Box 62
Keene, CA 93531
(805) 822-5571

Washington Office:
1803 Newton Street, N.W.
Washington, D.C. 20010
(202) 234-3209

WORLD ORDER CURRICULUM MATERIALS --

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